

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)  
and Louisiana Grade Level Expectations (GLEs)**

**SOCIAL STUDIES: Grade 3**

TEKS	Comments	Louisiana GLE
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities.		
(3.1.A) describe how individuals, events, and ideas have changed communities over time;	<i>Implied in TEKS; specifically address how family life has changed</i>	50. Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)
(3.1.B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and	<i>Not specifically addressed in LA GLE</i>	
(3.1.C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.	<i>Lewis and Clark addressed in TEKS; extend to include other events/migrations</i>	54. Describe the importance of events and ideas significant to Louisiana's development (H-1C-E1)  56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)
(3.2) History. The student understands common characteristics of communities, past and present		
(3.2.A) identify reasons people have formed communities, including a need for security, law, and material well-being; and	<i>Not specifically addressed in LA GLE</i>	
(3.2.B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.		51. Describe changes in community life, comparing a given time in history to the present (H-1B-E2)
(3.3) History. The student understands the concepts of time and chronology.		
(3.3.A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;	<i>Not specifically addressed in LA GLE</i>	
(3.3.B) create and interpret timelines; and		46. Complete a timeline based on given information (H-1A-E1)
(3.3.C) describe historical times in terms of years, decades, and centuries.	<i>Not specifically addressed in LA GLE</i>	

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(3.4) Geography. The student understands how humans adapt to variations in the physical environment.		
(3.4.A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;	<i>Extend application of TEKS to Louisiana specifically</i>  <i>implied in TEKS</i>	9. Describe and compare the physical characteristics of various regions of Louisiana (G-1B-E1)  21. Identify natural resources in Louisiana and describe their uses and importance (G-1D-E4)
(3.4.B) compare how people in different communities adapt to or modify the physical environment;	<i>Extend context of TEKS to include a focus on Louisiana</i> <i>extend context of TEKS to include a focus on Louisiana</i>	11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)  19. Identify and explain ways in which people in Louisiana modify the physical environment to meet basic needs and achieve certain purposes (e.g., clearing land for urban development) (G-1D-E1)  20. Explain how humans have adapted to the physical environment in Louisiana (G-1D-E2)
(3.4.C) describe the effects of physical and human processes in shaping the landscape; and	<i>Extend context of TEKS to include a focus on Louisiana</i>	11. Describe how people and the physical environment have changed over time in Louisiana based on given information (G-1B-E3)  13. Identify examples of physical processes affecting Louisiana (e.g., coastal erosion, river changes) (G-1C-E1)
(3.4.D) identify and compare the human characteristics of selected regions.		10. Identify and describe the human characteristics of places in Louisiana (G-1B-E2)
(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes		
(3.5.A) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;	<i>Extend context of TEKS to include a focus on Louisiana</i>	4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2)
(3.5.B) use a scale to determine the distance between places on maps and globes;	<i>Not specifically addressed in LA GLE</i>	
(3.5.C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and	<i>Will need to focus on the locations of their specific town, parish, state, and country where they live in both Texas and Louisiana</i>	4. Use a compass rose and cardinal directions to locate and interpret a map of the community and Louisiana (G-1A-E2) 8. Show the location of a specified place by entering it on a labeled grid (e.g., the library is located at [grid point] E-3) (G-1A-E3)

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		18. Locate the town, parish, state, and country in which the student lives on a political map (G-1C-E6)
(3.5.D) draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.	<i>Extend context of TEKS to include a focus on Louisiana</i>	7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3)
(3.6) Economics. The student understands the purposes of spending and saving money.		
(3.6.A) identify ways of earning, spending, and saving money; and	<i>Include reasons why people save</i>	33. Explain reasons why people save money (E-1A-E3)
(3.6.B) analyze a simple budget that allocates money for spending and saving.		
(3.7) Economics. The student understands the concept of an economic system.		
(3.7.A) define and identify examples of scarcity;	<i>Extend to abundance</i>	31. Define scarcity and abundance and give examples of both for individuals and society (E-1A-E1)
(3.7.B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;	<i>Not specifically addressed in LA GLE</i>	
(3.7.C) explain the impact of scarcity on interdependence within	<i>Extend TEKS to include goods from Louisiana</i>	39. Identify goods that are produced within the local community and Louisiana and describe how they are shipped elsewhere for sale (E-1A-E9)
(3.7.D) explain the concept of a free market.	<i>Implied in all LA GLE for 3rd grade under "Fundamental Economic Concepts"</i>	
(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system.		
(3.8.A) give examples of how a simple business operates;	<i>Implied</i>	40. Identify various types of economic institutions that make up the economy (e.g., households, businesses, banks, government) (E-1A-E10)
(3.8.B) explain how supply and demand affect the price of a good or service;	<i>Implied</i>	42. Describe the basic principles of supply and demand and how competition can affect prices of goods (E-1B-E1)  43. Explain the effect of increase/decrease in price upon the consumer and producer (E-1B-E2)
(3.8.C) explain how the cost of production and selling price	<i>Implied in "cost of production"</i>	36. Identify examples of natural, human, and capital resources

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affect profits; and	<i>components</i>	used to produce goods and services (E-1A-E6)
(3.8.D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.	<i>Not specifically addressed in LA GLE</i>	
(3.9) Government. The student understands the basic structure and functions of local government.		
(3.9.A) describe the basic structure of government in the local community;	<i>Implied; need to extend responsibilities to state level;</i>	22. Identify state laws, and the persons responsible for making and enforcing them (C-1A-E1)
(3.9.B) identify services commonly provided by local governments;	<i>Implied</i> <i>Focus on state level also</i>	23. Identify the necessity of state government and how it helps meet the basic needs of society (C-1A-E2) 24. Describe major responsibilities of state government (C-1A-E4) 44. Identify services provided by the state government (E-1B-E4)
(3.9.C) identify local government officials and explain how they are chosen;	<i>Extend to state leaders</i>	25. Identify key government positions at the state level, their powers, and limits on their powers (C-1A-E5) 26. Explain how government officials at the state and national levels are elected (C-1A-E6)
(3.9.D) explain how local government services are financed; and	<i>Not specifically addressed in LA GLE</i>	
(3.9.E) explain the importance of the consent of the governed to the functions of local government.	<i>Not specifically addressed in LA GLE</i>	
(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.		
(3.10.A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;		28. Explain the responsibilities of individuals in making a community and state a better place to live (C-1B-E2) 29. Identify the qualities of people who were leaders and good citizens as shown by their honesty, courage, trustworthiness, and patriotism (C-1D-E3)
(3.10.B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified	<i>Not specifically addressed in LA GLE</i>	

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good citizenship;		
(3.10.C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and	<i>Not specifically addressed in LA GLE</i>	
(3.10.D) identify ordinary people who exemplify good citizenship.	<i>Not specifically addressed in LA GLE</i>	
(3.11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society.		
(3.11.A) give examples of community changes that result from individual or group decisions;	<i>Not specifically addressed in LA GLE</i>	
(3.11.B) identify examples of actions individuals and groups can take to improve the community; and		30. Identify a state issue and describe how good citizenship can help solve the problem (e.g., participation in an anti-litter campaign) (C-1D-E5)
(3.11.C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	<i>Not specifically addressed in LA GLE</i>	
(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations.		
(3.12.A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and		16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)  57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)
(3.12.B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.		16. Identify and compare customs, celebrations, and traditions of various cultural groups in Louisiana (G-1C-E4)  57. Identify cultural elements that have contributed to our state heritage (e.g., Mardi Gras, Cajun/Creole cooking) (H-1C-E4)
(3.13 ) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation.		
(3.13.A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;	<i>Not specifically addressed in LA GLE</i>	
(3.13.B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;	<i>Not specifically addressed in LA GLE</i>	

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(3.13.C) retell the heroic deeds of characters of Greek and Roman myths; and	<i>Not specifically addressed in LA GLE</i>	
(3.13.D) identify how selected fictional characters such as Robinson Crusoe created new communities.	<i>Not specifically addressed in LA GLE</i>	
(3.14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities.		
(3.14.A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and	<i>Not specifically addressed in LA GLE</i>	
(3.14.B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world	<i>Include music, food, language in cultural heritage studies</i>	
(3.15) Science, Technology, and Society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present.		
(3.15.A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; and	<i>Not specifically addressed in LA GLE</i>	
(3.15.B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.	<i>Need to focus on family life</i>	59. Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)
(3.16) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.		
(3.16.A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;		12. Use maps, charts, and pictures to describe how places in Louisiana are different (e.g., land use, vegetation, architecture) (G-1B-E4)
(3.16.B) sequence and categorize information;	<i>Not specifically addressed in LA GLE</i>	
(3.16.C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;	<i>TEKS skill addresses GLE but need to focus specifically on historical migrations</i>	56. Identify the causes and effects of the major historical migrations to Louisiana (H-1C-E3)
(3.16.D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer	<i>Not specifically addressed in LA GLE</i>	

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searches, to locate information;		
(3.16.E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and	<i>Approximates but TEKS doesn't specify the use of geographical information</i>	3. Interpret a graph, chart, and diagram (G-1A-E2)  6. Construct a chart, line graph, or diagram to display geographical information (G-1A-E3)  47. Use information in a map, table, or graph to describe the past (H-1A-E3)
(3.16.F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<i>Not specifically addressed in LA GLE</i>	
(3.17) Social Studies Skills. The student communicates effectively in written, oral, and visual forms.		
(3.17.A) express ideas orally based on knowledge and experiences;	<i>Not specifically addressed in LA GLE</i>	
(3.17.B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and	<i>Not specifically addressed in LA GLE</i>	
(3.17.C) use standard grammar, spelling, sentence structure, and punctuation.	<i>Not specifically addressed in LA GLE</i>	
(3.18) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		
(3.18.A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<i>Not specifically addressed in LA GLE</i>	
(3.18.B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	<i>Not specifically addressed in LA GLE</i>	
		LA GLE's not specifically addressed in TEKS
	<i>Not specifically addressed in TEKS for 3rd Grade</i>	1. Describe characteristics and uses of various maps (e.g., physical, political, topographical, population) (G-1A-E1)  2. Differentiate between a bar, pictograph, and circle graph (G-1A-E1)

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		<p>5. Locate major geographic features of Louisiana on a map (G-1A-E2)</p> <p>7. Sketch a simple map of Louisiana from memory (mental map) (G-1A-E3)</p> <p>14. Locate, describe, and compare urban, suburban, and rural communities in Louisiana (G-1C-E2)</p> <p>34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)</p> <p>37. Identify the concepts of specialization (i.e., being an expert in one job, product, or service) and interdependence (i.e., depending on others) in the production of goods and services (E-1A-E7)</p> <p>41. Discuss trade in the local community and explain how trade benefits both parties (E-1A-E11)</p> <p>45. Identify major goods and services produced in Louisiana (E-1B-E5)</p> <p>48. Identify primary and secondary sources (H-1A-E3)</p> <p>49. Identify ways different cultures record their histories (e.g., oral, visual, written) (H-1A-E3)</p> <p>52. Identify and describe early settlers in Louisiana (H-1C-E1)</p> <p>53. Identify people and their influence in the early development of Louisiana (H-1C-E1)</p> <p>58. Describe aspects of family life, structures, and roles in cultures other than the United States (H-1D-E1)</p>
	<p><i>Not specifically addressed in TEKS for 3rd Grade; implied in TEKS 2.8b and 4.5a</i></p>	<p>15. Identify and explain patterns of settlement in different time periods in Louisiana (G-1C-E3)</p>
	<p><i>Not specifically addressed in TEKS for 3rd Grade; addressed in 4.13b</i></p>	<p>17. Identify the relationship between geography and economic activities in Louisiana (G-1C-E5)</p>



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	<i>Not specifically addressed in TEKS for 3rd Grade</i>	27. Define laws and explain the difference between laws and rules (C-1A-E7) Foundations of the American Political Systems
	<i>Not specifically addressed in TEKS for 3rd Grade; addressed in 2.9b</i>	32. Compare benefits and costs when making choices (e.g., comparative shopping) (E-1A-E2)
	<i>Making economic choices not specifically addressed in TEKS for 3rd grade</i>	34. Identify examples of making an economic choice and explain the idea of opportunity cost (i.e., what is given up when making a choice) (E-1A-E4)
	<i>Not specifically addressed in TEKS for 3rd Grade; addressed in 2.10b</i>	35. Describe ways in which people are producers and consumers and why they depend on one another (e.g., in the school and/or in the community) (E-1A-E5)
	<i>Not specifically addressed in TEKS for 3rd Grade; addressed in 1.9a</i>	38. Describe the requirements of various jobs and the characteristics of a job well-performed (E-1A-E8)