

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

**SOCIAL STUDIES: Grade 1**

TEKS	Comments	Louisiana GLE
(1.1) History. The student understands how historical figures helped to shape our community, state, and nation.		
(1.1.A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;	<i>Not specifically addressed in LA GLE; is addressed in LA Standard H-1C-E1</i>	
(1.1.B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and	<i>Not specifically addressed in LA GLE</i>	
(1.1.C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.	<i>Not specifically addressed in LA GLE</i>	
(1.2) History. The student understands the origins of customs, holidays, and celebrations.		
(1.2.A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;	<i>Not specifically addressed in LA GLE for Grade 1; addressed in Grade 2 GLE 27</i>	
(1.2.B) compare the observance of holidays and celebrations, past and present; and	<i>Not specifically addressed in LA GLE; is addressed in LA GLE 20 for Kindergarten</i>	
(1.2.C) identify anthems and mottoes of the United States and Texas.	<i>"symbols" not addressed in this TEKS statement</i>	23. identify patriotic songs and American symbols (C-1DI-E4)
(1.3) History. The student understands the concepts of time and chronology.		
(1.3.A) distinguish among past, present, and future;		32. Use words to describe time (past, present, future) (H-1A-E1)
(1.3.B) create a calendar or timeline; and	<i>Not specifically addressed in LA GLE; could be implied in primary source of personal information</i>	34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)
(1.3.C) use vocabulary related to chronology, including	<i>implied in LA GLE</i>	32. Use words to describe time (past, present, future) (H-1A-

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yesterday, today, and tomorrow.		E1)
(1.4) Geography. The student understands the relative location of places.		
(1.4.A) locate places using the four cardinal directions; and	<i>Not specifically addressed in LA GLE for Grade 1; Addressed in GLE 3 in grade 2</i>	
(1.4.B) describe the location of self and objects relative to other locations in the classroom and school.		4. Locate places on the school campus and describe their relative location (G-1A-E2)
(1.5) Geography. The student understands the purpose of maps and globes.		
(1.5)	<i>Not specifically addressed in SE in TEKS but is inferred in the TEKS statement</i>	3. Describe a map as a representation of a place (G-1A-E1)
(1.5.A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and	<i>“Key and Map symbols” not specifically addressed in first grade TEKS; is addressed more fully in Second grade 2.5a</i>	5. Create simple maps to identify the relative location of places in the school and community (G-1A-E3) <sup>1</sup>
(1.5.B) locate places of significance on maps and globes such as the local community, Texas, and the United States.	<i>TEKS require location of places, GLE requires identification of places; extend to include “parish”/county that is not specifically addressed in TEKS</i>	13. Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)
	<i>Not specifically addressed in SE in TEKS</i>	3. Describe a map as a representation of a place (G-1A-E1)
(1.6) Geography. The student understands various physical and human characteristics of the environment.		
(1.6.A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;		6. Identify Earth’s various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)
(1.6.B) identify examples of and uses for natural resources in the community, state, and nation; and	<i>“Natural Resources” addressed in TEKS including land use</i>	10. Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2)
(1.6.C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.		7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)
	<i>“describe building materials used</i>	15. Identify various types of human shelters and describe

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	<i>for construction" not specifically addressed; implied in 1.6b</i>	building materials used for construction (G-1D-E2)
(1.7) Economics. The student understands the concepts of goods and services.		
(1.7.A) identify examples of goods and services in the home, school, and community;		12. Identify the types of economic activities in which family members participate (G-1C-E5)
(1.7.B) identify ways people exchange goods and services; and		12. Identify the types of economic activities in which family members participate (G-1C-E5)  27. Describe how the individual is a consumer (E-1A-E5)
(1.7.C) identify the role of markets in the exchange of goods and services.		12. Identify the types of economic activities in which family members participate (G-1C-E5)
	<i>Implied in TEKS 1.7c--market situation based on voluntary exchange</i>	31. Describe the benefits of a voluntary exchange (E-1A-E11)
(1.8) Economics. The student understands the condition of not being able to have all the goods and services one wants.		
(1.8.A) identify examples of people wanting more than they can have;		25. Identify the difference between basic human needs and wants (E-1A-E3)
(1.8.B) explain why wanting more than they can have requires that people make choices; and		
(1.8.C) identify examples of choices families make when buying goods and services.		26. Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)
(1.9) Economics. The student understands the value of work.		
(1.9.A) describe the requirements of various jobs and the characteristics of a job well-performed; and		12. Identify the types of economic activities in which family members participate (G-1C-E5)  28. Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7)
(1.9.B) describe how specialized jobs contribute to the production of goods and services.	<i>Not specifically addressed in LA GLE for Grade 1; addressed in Grade 2 GLE 38</i>	

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(1.10) Government. The student understands the purpose of rules and laws.		
(1.10.A) explain the need for rules and laws in the home, school, and community; and		17. Explain the necessity of establishing leadership and order at school (C-1A-E2)  20. Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)
(1.10.B) give examples of rules or laws that establish order, provide security, and manage conflict.		16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)
(1.11) Government. The student understands the role of authority figures and public officials.		
(1.11.A) identify leaders in the community, state, and nation;	<i>Identification of the president is implied in the identification of national leaders in this TEKS statement</i>	18. Identify and recognize the current president of the United States (C-1A-E5)
(1.11.B) describe the roles of public officials including mayor, governor, and president; and	<i>Not specifically addressed in LA GLE for Grade 1</i>	
(1.11.C) identify the responsibilities of authority figures in the home, school, and community.		16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)
(1.12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.		
(1.12.A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;	<i>Extend to include "classroom citizen"; "classroom citizen" not specifically addressed in TEKS</i>	22. Define the meaning of the term classroom citizen (C-1D-E1)
(1.12.B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and	<i>Not specifically addressed in LA GLE for Grade 1; is included in LA Standard H-1D-E3</i>	
(1.12.C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.	<i>Not specifically addressed in LA GLE for Grade 1</i>	
(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.		
(1.13.A) explain selected national and state patriotic	<i>Extend TEKS to include patriotic</i>	23. Identify patriotic songs and American symbols (C-1DI-E4)

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symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;	<i>"songs"</i>	
(1.13.B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;	<i>Not Specifically addressed in LA GLE</i>	
(1.13.C) use voting as a way of making choices and decisions; and		19. Explain the process of voting using classroom issues (C-1A-E6)
(1.14) Culture. The student understands how families meet basic human needs.		
(1.14.A) describe ways that families meet basic human needs; and	<i>Implied in First grade TEKS; addressed in Kindergarten TEKS</i>	11. Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)  14. Identify the basic human needs of food, clothing, and shelter (G-1D-E1)
(1.14.B) describe similarities and differences in ways families meet basic human needs.		11. Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)
(1.15) Culture. The student understands the importance of family beliefs, customs, language, and traditions.		
(1.15.A) describe various beliefs, customs, and traditions of families and explain their importance; and	<i>Not specifically addressed in LA GLE for Grade 1; addressed in Grade 3 GLE 16; addressed in LA Standard H-1C-E4</i>	
(1.15.B) retell stories from selected folktales and legends such as Aesop's fables.	<i>Not specifically addressed in LA GLE</i>	
(1.16) Science, Technology, and Society. The student understands how technology has affected daily life, past and present.		
(1.16.A) describe how household tools and appliances have changed the ways families live;	<i>Not specifically addressed in LA GLE for Grade 1; addressed in Grade 3 GLE 59</i>	
(1.16.B) describe how technology has changed communication, transportation, and recreation; and		35. Identify transportation methods of the local community in the past (H-1B-E2)
(1.17) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	<i>LA GLE focuses on transportation only; addressed in LA Standard H-1D-E2</i>	

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(1.17.A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;	<i>Not specifically addressed in LA GLE</i>	
(1.17.B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;	<i>Not specifically addressed in TEKS until third grade 3.16e; implied in First Grade</i>	2. 2. Interpret a simple chart (G-1A-E1)
(1.17.C) sequence and categorize information; and	<i>Not specifically addressed in LA GLE; included in LA GLE for English Language Arts</i>	
(1.17.D) identify main ideas from oral, visual, and print sources.	<i>Not specifically addressed in LA GLE; included in LA GLE for English Language Arts</i>	
(1.18) Social Studies Skills. The student communicates in written, oral, and visual forms.		
(1.18.A) express ideas orally based on knowledge and experiences; and	<i>Not specifically addressed in LA GLE; included in LA GLE for English Language Arts</i>	
(1.18.B) create visual and written material including pictures, maps, timelines, and graphs.		34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)
(1.19) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		
(1.19.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>	
(1.19.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>	
	<i>Not addressed in TEKS</i>	8. Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4)
	<i>Not specifically addressed in</i>	21. Discuss the importance of sharing responsibilities at home,

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	<i>TEKS</i>	class, and school (C-1B-E2)
	<i>Not specifically addressed in TEKS</i>	24. Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5)
	<i>Not specifically addressed in First Grade; addressed in Kindergarten (K.7b)</i>	29. Explain why people in a school and community have different jobs (E-1A-E7)
	<i>Not addressed in TEKS</i>	30. Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8)
	<i>Not specifically addressed in TEKS</i>	33. Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)
	<i>Seasons not specifically addressed in First grade TEKS; addressed in Second grade 2.7a</i>	9. Describe how seasons affect the local community (G-1C-E1)
	<i>Basic needs identified in Kindergarten TEKS</i>	25. Identify the difference between basic human needs and wants (E-1A-E3)