

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

SOCIAL STUDIES: Grade 9

TEKS	Comments	Louisiana GLE
(WG.1) History. The student understands how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.		
(WG.1.A) analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today; and		12. Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region (G-1B-H2)
(WG.1.B) trace the spatial diffusion of a phenomenon and describe its effects on regions of contact such as the spread of bubonic plague, the diffusion and exchange of foods between the New and Old Worlds, or the diffusion of American slang.	<i>not specifically addressed in LA GLE</i>	
(WG.2) History. The student understands how people, places, and environments have changed over time and the effects of these changes on history.		
(WG.2.A) describe the human and physical characteristics of the same place at different periods of history; and		9. Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) (G-1B-H1)
(WG.2.B) assess how people's changing perceptions of geographic features have led to changes in human societies.	<i>implied</i>	44. Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) (G-1D-H3)
(WG.3) Geography. Such as student understands how physical processes shape patterns in the physical environment (lithosphere, atmosphere, hydrosphere, and biosphere), including how Earth-Sun relationships affect physical processes and patterns on Earth's surface.	<i>implied; need to have students categorize</i>	20. Categorize elements of the natural environment as belonging to one of four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere (G-1C-H1)
(WG.3.A) attribute occurrences of weather phenomena and climate to annual changes in Earth-Sun relationships; and		22. Examine the physical effects of Earth-Sun relationships (G-1C-H1)
(WG.3.B) describe physical environment of regions and the physical processes that affect these regions such as weather,	<i>not specifically addressed in LA GLE</i>	

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tectonic forces, wave action, freezing and thawing, gravity, and soil-building processes.		
(WG.4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.		
(WG.4.A) explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;		23. Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world (G-1C-H1)
(WG.4.B) relate the physical processes to the development of distinctive land forms; and	<i>not specifically addressed in LA GLE</i>	
(WG.4.C) explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.	<i>not specifically addressed in LA GLE</i>	
(WG.5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.		
(WG.5.A) analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and	<i>not specifically addressed in LA GLE</i>	
(WG.5.B) analyze political, economic, social, and demographic data to determine the level of development and standard of living in nations.	<i>implied in TEKS</i>	34. Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income (G-1C-H5)
(WG.6) Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time.		
(WG.6.A) locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and	<i>not specifically addressed in LA GLE</i>	
(WG.6.B) explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.	<i>implied</i>	16. Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions (G-1B-H3) 41. Analyze the relationship between the development of natural resources in a region and human settlement patterns or regional variations in land use (G-1D-H3)
(WG.7) Geography. The student understands the growth,		

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distribution, movement, and characteristics of world population		
(WG.7.A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;		30. Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3)
(WG.7.B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration;	<i>implied</i>	25. Compare and contrast past and present trends in human migration (G-1C-H2) 26. Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) (G-1C-H2)
(WG.7.C) describe trends in past world population growth and distribution; and	<i>not specifically addressed in LA GLE</i>	
(WG.7.D) develop and defend hypotheses on likely population patterns for the future.	<i>not specifically addressed in LA GLE</i>	
(WG.8) Geography. The student understands how people, places, and environments are connected and interdependent		
(WG.8.A) explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;		24. Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information (G-1C-H1) 27. Analyze patterns of urban development in an area or region (G-1C-H3)
(WG.8.B) compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;	<i>implied in TEKS</i>	39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)
(WG.8.C) describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes; and	<i>extend TEKS to include evaluation of strategies for dealing with these geographic hazards</i>	40. Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)
(WG.8.D) analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.		28. Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions (G-1C-H3)

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		<p>29. Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) (G-1C-H3)</p> <p>30. Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth (G-1C-H3)</p>
(WG.9) Geography. The student understands the concept of region as an area of Earth's surface with unifying geographic characteristics.		
(WG.9.A) identify physical or human factors that constitute a region such as soils, climate, vegetation, language, trade network, river systems, and religion; and	<i>implied</i>	<p>15. Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) (G-1B-H3)</p> <p>21. Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean "Rim of Fire," San Andreas fault) (G-1C-H1)</p>
(WG.9.B) identify the differences among formal, functional, and perceptual regions.	<i>not specifically addressed in LA GLE</i>	
(WG.10) Economics. The student understands the distribution and characteristics of economic systems throughout the world.		
(WG.10.A) describe the characteristics of traditional, command, and market economies;	<i>not specifically addressed in LA GLE</i>	
(WG.10.B) explain how traditional, command, and market economies operate in specific countries; and		33. Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5)
(WG.10.C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.	<i>not specifically addressed in LA GLE</i>	
(WG.11) Economics. The student understands the reasons for the location of economic activities (primary, secondary, tertiary, and quaternary) in different economic systems.		
(WG.11.A) map the locations of different types of economic activities;		33. Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) (G-1C-H5)
(WG.11.B) identify factors affecting the location of different types of economic activities; and	<i>not specifically addressed in LA GLE</i>	
(WG.11.C) describe how changes in technology,	<i>not specifically</i>	

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transportation, and communication affect the location and patterns of economic activities.	<i>addressed in LA GLE</i>	
(WG.12) Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources.		
(WG.12.A) compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;		
(WG.12.B) analyze how the creation and distribution of resources affect the location and patterns of movement of products, capital, and people; and	<i>implied in TEKS</i>	42. Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict (G-1D-H3) 43. Analyze world or regional distribution of natural resources in terms of import need and export capacity (G-1D-H3)
(WG.12.C) evaluate the geographic and economic impact of policies related to the use of resources such as regulations for water use or policies related to the development of scarce natural resources.		47. Evaluate the effectiveness of policies and programs related to conservation and use of natural resources (G-1D-H4)
(WG.13) Government. The student understands the characteristics of a variety of political units.		
(WG.13.A) prepare maps that illustrate a variety of political entities such as city maps showing precincts, country maps showing states, or continental maps showing countries; and		5. Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)
(WG.13.B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.	<i>not specifically addressed in LA GLE</i>	
(WG.14) Government. The student understands the geographic processes that influence political divisions, relationships, and policies.		
(WG.14.A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;	<i>not specifically addressed in LA GLE</i>	
(WG.14.B) explain how forces of conflict and cooperation influence the allocation of control of Earth's surface such as the formation of congressional voting districts or free trade zones; and	<i>not specifically addressed in LA GLE</i>	
(WG.14.C) explain the geographic factors that influence a	<i>not specifically</i>	

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nation's power to control territory and that shape the foreign policies and international political relations of selected nations such as Iraq, Israel, Japan, and the United Kingdom.	<i>addressed in LA GLE</i>	
(WG.15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.		
(WG.15.A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels;		36. Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) (G-1C-H6)
(WG.15.B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs; and	<i>not specifically addressed in LA GLE</i>	
(WG.15.C) compare different points of view on geographic issues.	<i>not specifically addressed in LA GLE</i>	
(WG.16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.		
(WG.16.A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;	<i>not specifically addressed in LA GLE</i>	
(WG.16.B) give examples of ways various groups of people view cultures, places, and regions differently; and		37. Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) (G-1C-H6)
(WG.16.C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.	<i>not specifically addressed in LA GLE</i>	
(WG.17) Culture. The student understands the distribution, patterns, and characteristics of different cultures.		
(WG.17.A) describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive; and		19. Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) (G-1B-H4) 32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)
(WG.17.B) compare economic opportunities in different	<i>not specifically</i>	

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cultures for women and religious minorities in selected regions of the world.	<i>addressed in LA GLE</i>	
(WG.18) Culture. The student understands the ways in which cultures change and maintain continuity.		
(WG.18.A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change;	<i>not specifically addressed in LA GLE</i>	
(WG.18.B) analyze cultural changes in specific regions;	<i>not specifically addressed in LA GLE</i>	
(WG.18.C) analyze examples of cultures that maintain traditional ways; and		32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)
(WG.18.D) evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.		32. Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) (G-1C-H4)
(WG.19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment.		
(WG.19.A) evaluate the significance of major technological innovations, including fire, steam power, diesel machinery, and electricity that have been used to modify the physical environment; and		38. Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1)
(WG.19.B) analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes.	<i>implied; addresses uses of technology</i>	39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)
(WG.20) Science, technology, and society. The student understands how technology affects definitions of, access to, and use of resources.		
(WG.20.A) describe the impact of new technologies, new markets, and revised perceptions of resources; and		38. Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) (G-1D-H1)
(WG.20.B) analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.		40. Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) (G-1D-H2)

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(WG.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.		Louisiana has foundation skills which should be used as teachers develop GLE based curriculum. The foundation skills include: communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship.
(WG.21.A) use historical, geographic, and statistical information from a variety of sources such as databases, field interviews, media services, and questionnaires to answer geographic questions and infer geographic relationships;		11. Draw conclusions about a place or area from its geographic or physical features (G-1B-H1)
(WG.21.B) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	<i>not specifically addressed in LA GLE</i>	
(WG.21.C) construct and interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change;		2. Compare and contrast various types of maps (G-1A-H1) 3. Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1) 5. Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) (G-1A-H1)
(WG.21.D) apply basic statistical concepts and analytical methods such as computer-based spreadsheets and statistical software to analyze geographic data; and	<i>not specifically addressed in LA GLE</i>	
(WG.21.E) use a series of maps, including a computer-based geographic information system, to obtain and analyze data needed to solve geographic and locational problems.		3. Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) (G-1A-H1)
(WG.22) Social studies skills. The student communicates in written, oral, and visual forms.		
(WG.22.A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships;		6. Construct a chart, diagram, graph, or graphic organizer to display geographic information (G-1A-H1)
(WG.22.A) design and draw appropriate maps and other graphics such as sketch maps, diagrams, tables, and graphs to present geographic information including geographic features, geographic distributions, and geographic relationships;		7. Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues (G-1A-H1)

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(WG.22.B) apply appropriate vocabulary, geographic models, generalizations, theories, and skills to present geographic information;	<i>not specifically addressed in LA GLE</i>	
(WG.22.C) use geographic terminology correctly; and	<i>implied throughout course</i>	
(WG.22.D) use standard grammar, spelling, sentence structure, and punctuation.	<i>not specifically addressed in LA GLE</i>	
(WG.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		
(WG.23.A) plan, organize, and complete a group research project that involves asking geographic questions; acquiring, organizing, and analyzing geographic information; answering geographic questions; and communicating results;	<i>could extend TEKS to include a debate</i>	49. Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) (G-1D-H5)
(WG.23.B) use case studies and geographic information systems to identify contemporary geographic problems and issues and to apply geographic knowledge and skills to answer real-world questions;	<i>not specifically addressed in LA GLE</i>	
(WG.23.C) 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		50. Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) (G-1D-H5)
(WG.23.D) 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 specifically addressed in TEKS</i>	<p>4. Use a city or road map to plot a route from one place to another or to identify the shortest route (G-1A-H1)</p> <p>8. Use maps drawn from memory to answer geographic questions (G-1A-H2)</p> <p>13. Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) (G-1B-H2)</p> <p>14. Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals)</p>

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		<p>(G-1B-H3)</p> <p>17. Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) (G-1B-H3)</p> <p>18. Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) (G-1B-H4)</p> <p>31. Compare the role that culture plays in incidents of cooperation and conflict in the present-day world (G-1C-H4)</p> <p>35. Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) (G-1C-H6)</p> <p>39. Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) (G-1D-H2)</p> <p>46. Assess the role of government in preserving natural resources and protecting the physical environment (G-1D-H4)</p> <p>48. Evaluate import and export policies in regard to a country's needs for resources (G-1D-H4)</p>
	<p><i>not specifically addressed in WH TEKS; taught in 6th grade 6.8c</i></p>	<p>45. Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) (G-1D-H3)</p>
	<p><i>implied throughout TEKS for World Geography</i></p>	<p>10. Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place (G-1B-H1)</p>
	<p><i>implied in all TEKS in Geography strand</i></p>	<p>1. Identify, explain, and apply the five themes of geography (G-1A-H1)</p>