

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

**SOCIAL STUDIES: Civics**

TEKS	Comments	Louisiana GLE
(Civ.1) History. The student understands major political ideas and forms of government in history.		
(Civ.1.A) explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.1.B) identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.		5. Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A-H2)
(Civ.2) History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents.		
(Civ.2.A) analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;		26. Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)  31. Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)
(Civ.2.B) analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;		27. Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)
(Civ.2.C) analyze debates and compromises necessary to reach political decisions using historical documents; and		
(Civ.2.D) identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.		
(Civ.3) History. The student understands the roles		

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played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.		
(Civ.3.A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.3.B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.	<i>Not specifically addressed in LA GLE</i>	
(Civ.4) Geography. The student understands why certain places and regions are important to the United States.		
(Civ.4.A) States of the location and geographic characteristics of selected places or regions such as Cuba and Taiwan; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.4.B) analyze the economic significance to the United States of the location and geographic characteristics of selected places and regions such as oil fields in the Middle East.	<i>Not specifically addressed in LA GLE</i>	
(Civ.5) Geography. The student understands how government policies can affect the physical and human characteristics of places and regions.		
(Civ.5.A) analyze and evaluate the consequences of a government policy that affects the physical characteristics of a place or region; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.5.B) analyze and evaluate the consequences of a government policy that affects the human characteristics of a place or region.	<i>Not specifically addressed in LA GLE</i>	
(Civ.6) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.		
(Civ.6.A) analyze government policies that influence the economy at the local, state, and national levels;	<i>Not specifically addressed in LA GLE</i>	
(Civ.6.B) identify the sources of revenue and expenditures of the U. S. government and analyze their		21. Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7)

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impact on the U.S. economy; and		<p>22. Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7)</p> <p>23. Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) (C-1A-H7)</p>
(Civ.6.C) compare the role of government in the U.S. free enterprise system and other economic systems.	<i>Not specifically addressed in LA GLE</i>	
(Civ.7) Economics. The student understands the relationship between U.S. government policies and international trade.		
(Civ.7.A) explain the effects of international trade on U.S. economic and political policies; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.7.B) explain the government's role in setting international trade policies.	<i>Not specifically addressed in LA GLE</i>	
(Civ.8) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution.		
(Civ.8.A) explain the importance of a written constitution;	<i>Not specifically addressed in LA GLE</i>	
(Civ.8.B) evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;		4. Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1)
(Civ.8.C) analyze how the Federalist Papers explain the principles of the American constitutional system of government;	<i>Not specifically addressed in LA GLE</i>	
(Civ.8.D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;		<p>14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)</p> <p>Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)</p>
(Civ.8.E) analyze the processes by which the U.S. Constitution can be changed and evaluate their effectiveness; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.8.F) analyze how the American beliefs and	<i>Not specifically addressed in LA GLE</i>	

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principles reflected in the U.S. Constitution contribute to our national identity.	<i>GLE</i>	
(Civ.9) Government. The student understands the structure and functions of the government created by the U.S. Constitution.		
(Civ.9.A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;		6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)  10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
(Civ.9.B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;		6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)  10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
(Civ.9.C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;		6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)  10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
(Civ.9.D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;	<i>Not specifically addressed in LA GLE</i>	
(Civ.9.E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;		9. Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) (C-1A-H3)
(Civ.9.F) analyze selected issues raised by judicial activism and judicial restraint;	<i>Not specifically addressed in LA GLE</i>	
(Civ.9.G) explain the major responsibilities of the federal government for domestic and foreign policy;		18. Define domestic and foreign policies (C-1A-H6)  19. Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6)

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(Civ.9.H) compare the structure and functions of the Texas state government to the federal system; and		12. Explain the structure and functions of state, parish, and local governments (C-1A-H4)
(Civ.9.I) analyze the structure and functions of local government.		12. Explain the structure and functions of state, parish, and local governments (C-1A-H4)
(Civ.10) Government. The student understands the concept of federalism.		
(Civ.10.A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;	<i>Not specifically addressed in LA GLE</i>	
(Civ.10.B) categorize government powers as national, state, or shared;		8. Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3)
(Civ.10.C) analyze historical conflicts over the respective roles of national and state governments; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.10.D) evaluate the limits on the national and state governments in the U.S. federal system of government.	<i>Not specifically addressed in LA GLE</i>	
(Civ.11) Government. The student understands the processes for filling public offices in the U.S. system of government.		
(Civ.11.A) compare different methods of filling public offices, including elected and appointed offices, at the local, state, and national levels; and		11. Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
(Civ.11.B) analyze and evaluate the process of electing the President of the United States.	<i>Not specifically addressed in LA GLE</i>	
(Civ.12) Government. The student understands the role of political parties in the U.S. system of government.		
(Civ.12.A) identify the functions of political parties;		38. Identify key platform positions of the major political parties (C-1B-H5)
(Civ.12.B) analyze the two-party system and evaluate the role of third parties in the United States;		35. Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)
(Civ.12.C) analyze the role of political parties in the electoral process at local, state, and national levels; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.12.D) identify opportunities for citizens to participate in political party activities at local, state, and national levels.		54. Describe various forms of political participation (C-1D-H3)

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(Civ.13) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems.		
(Civ.13.A) compare the U.S. system of government with other political systems;	<i>Not specifically addressed in LA GLE</i>	
(Civ.13.B) analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.13.C) analyze advantages and disadvantages of presidential and parliamentary systems of government.	<i>Not specifically addressed in LA GLE</i>	
(Civ.14) Citizenship. The student understands rights guaranteed by the U.S. Constitution.		
(Civ.14.A) understand the roles of limited government and the rule of law to the protection of individual rights;		50. Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1)
(Civ.14.B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;		17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)
(Civ.14.C) analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;	<i>Not specifically addressed in LA GLE</i>	
(Civ.14.D) analyze the role of each branch of government in protecting the rights of individuals;		28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
(Civ.14.E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and		28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)  51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
(Civ.14.F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.		28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
(Civ.15)Citizenship. The student understands the difference between personal and civic responsibilities.		

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(Civ.15.A) explain the difference between personal and civic responsibilities;		53. Assess the difference between personal and civic responsibilities (C-1D-H2)
(Civ.15.B) evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	<i>Implied</i>	58. Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)
(Civ.15.C) evaluate whether and/or when the rights of individuals are inviolable even against claims for the public good; and	<i>Implied</i>	58. Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)
(Civ.15.D) analyze the consequences of political decisions and actions on society.	<i>Not specifically addressed in LA GLE</i>	
(Civ.16) Citizenship. The student understands the importance of voluntary individual participation in the U.S. democratic society.		
(Civ.16.A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;	<i>Not specifically addressed in LA GLE</i>	
(Civ.16.B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;	<i>Not specifically addressed in LA GLE</i>	
(Civ.16.C) analyze the factors that influence an individual's political attitudes and actions; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.16.D) compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present.		59. Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4)
(Civ.17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society.		
(Civ.17.A) analyze different points of view of political parties and interest groups on important contemporary issues;	<i>Not specifically addressed in LA GLE</i>	
(Civ.17.B) analyze the importance of free speech and press in a democratic society; and		17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)  51. Analyze an amendment or law concerning the rights of citizens

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		in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
(Civ.17.C) express and defend a point of view on an issue of contemporary interest in the United States.	<i>Not specifically addressed in LA GLE</i>	
(Civ.18) Culture. The student understands the relationship between government policies and the culture of the United States.		
(Civ.18.A) evaluate a political policy or decision in the United States that was a result of changes in American culture; and		51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
(Civ.18.B) analyze changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.18.C) describe an example of a government policy that has affected a particular racial, ethnic, or religious group.		51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
(Civ.19) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations.		
(Civ.19.A) A identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.19.B) analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations.	<i>Not specifically addressed in LA GLE</i>	
(Civ.20) Science, technology, and society. The student understands the impact of advances in science and technology on government and society.		
(Civ.20.A) analyze the potential impact on society of recent scientific discoveries and technological	<i>Not specifically addressed in LA GLE</i>	

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innovations; and		
(Civ.20.B) analyze the reaction of government to scientific discoveries and technological innovations.	<i>Not specifically addressed in LA GLE</i>	
(Civ.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.
(Civ.21.A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<i>Not specifically addressed in LA GLE</i>	
(Civ.21.B) create a product on a contemporary government issue or topic using critical methods of inquiry;	<i>Not specifically addressed in LA GLE</i>	
(Civ.21.C) explain a point of view on a government issue;	<i>Not specifically addressed in LA GLE</i>	
(Civ.21.D) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;		13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H5)
(Civ.21.E) evaluate government data using charts, tables, graphs, and maps; and	<i>Not specifically addressed in LA GLE</i>	
(Civ.21.F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<i>Not specifically addressed in LA GLE</i>	
(Civ.22) Social studies skills. The student communicates in written, oral, and visual forms.		
(Civ.22.A) use social studies terminology correctly;	<i>Implied throughout course</i>	
(Civ.22.B) use standard grammar, spelling, sentence structure, and punctuation;	<i>Not specifically addressed in LA GLE</i>	
(Civ.22.C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	<i>Not specifically addressed in LA GLE</i>	

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(Civ.22.D) create written, oral, and visual presentations of social studies information.	<i>Not specifically addressed in LA GLE</i>	
(Civ.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		
(Civ.23.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>	
(Civ.23.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 Not specifically addressed in LA GLE</i>	
		LA GLE's not address in TX Civics
	<i>Not Specifically Addressed in TEKS</i>	1. Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1)
	<i>Not Specifically Addressed in TEKS</i>	2. Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1)
	<i>Not Specifically Addressed in TEKS</i>	3. Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1)
	<i>Not Specifically Addressed in TEKS</i>	7. Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3)
	<i>Not Specifically Addressed in TEKS</i>	14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
	<i>Not Specifically Addressed in TEKS</i>	15. Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5)
	<i>Not Specifically Addressed in TEKS</i>	16. Evaluate a specific law or court ruling on given criteria (C-1A-H5)
	<i>Not Specifically Addressed in TEKS</i>	20. Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6)
	<i>Not Specifically Addressed in TEKS</i>	24. Use the rules of taxation (ability, equity, ease of payment,

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	<i>TEKS</i>	convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7)
	<i>Not Specifically Addressed in TEKS</i>	25. Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)
	<i>Not Specifically Addressed in TEKS</i>	29. Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1)
	<i>Not Specifically Addressed in TEKS</i>	30. Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)
	<i>Not Specifically Addressed in TEKS</i>	32. Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)
	<i>Not Specifically Addressed in TEKS</i>	33. Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)
	<i>Not Specifically Addressed in TEKS</i>	34. Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4)
	<i>Not Specifically Addressed in TEKS</i>	36. Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)
	<i>Not Specifically Addressed in TEKS</i>	37. Analyze the use and effects of propaganda (C-1B-H5)
	<i>Not Specifically Addressed in TEKS</i>	39. Evaluate the role of the media and public opinion in American politics (C-1B-H6)
	<i>Not Specifically Addressed in TEKS</i>	40. Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6)
	<i>Not Specifically Addressed in TEKS</i>	41. Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	42. Analyze and assess the various ways that nation-states interact (C-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	43. Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	44. Analyze ways in which the interactions of nation-states or

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	<i>TEKS</i>	international organizations affect the United States (C-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	45. Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	46. Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	47. Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	48. Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	49. Distinguish between personal, political, and economic rights of citizenship (C-1D-H1)
	<i>Not Specifically Addressed in TEKS</i>	52. Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1)
	<i>Not Specifically Addressed in TEKS</i>	55. Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)
	<i>Not Specifically Addressed in TEKS</i>	56. Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4)
	<i>Not Specifically Addressed in TEKS</i>	57. Identify examples of public service, and describe the importance of public service to American society (C-1D-H4)
	<i>Not Specifically Addressed in TEKS</i>	59. Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4)