

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

**SOCIAL STUDIES: Economics**

TEKS	Comments	Louisiana GLE
o.1) Citizenship. The student understands the rights and responsibilities of consumers in the U.S. enterprise system.		
o.1.A) analyze the economic rights and responsibilities of individuals as consumers; and		1. Apply fundamental economic concepts to decisions about personal finance (E-1A-H1)
o.1.B) analyze the consequences of an economic decision made by an individual consumer.		3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1)  4. Analyze an economic choice at the personal, family, or social level to determine its opportunity cost (E-1A-H1)
o.2) Citizenship. The student understands the rights and responsibilities of businesses in the U.S. enterprise system.		
o.2.A) analyze the economic rights and responsibilities of businesses;	<i>Not Specifically Addressed in LA GLE</i>	
o.2.B) analyze the consequences of an economic decision made by a business;		3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1)
o.2.C) analyze the ethics policy of a selected business; and	<i>Not Specifically Addressed in LA GLE</i>	
o.2.D) identify and evaluate ordinances and regulations that apply to the establishment of various types of businesses.	<i>Not Specifically Addressed in LA GLE</i>	
o.3) Citizenship. The student understands the right to own, use, and dispose of private property.		
o.3.A) analyze an example of the responsible purchase, use, or disposal of personal and business property; and	<i>Not Specifically Addressed in LA GLE</i>	
o.3.B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.	<i>Not Specifically Addressed in LA GLE</i>	

TEKS	Comments	Louisiana GLE
o.4) Economics. The student understands the basic principles of the U.S. free enterprise system.		
o.4.A) explain the basic principles of the U.S. free enterprise system including profit motive, voluntary exchange, private property rights, and competition;		<p>15. Explain factors affecting levels of competition in a market including number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) (E-1A-H5)</p> <p>31. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2)</p>
o.4.B) explain the benefits of the U.S. free enterprise system including individual freedom of consumers and producers, variety of goods, competitive prices, and investment opportunities.		14. Explain the advantages and disadvantages of given market structures (E-1A-H5)
o.5) Economics. The student understands the basic concepts of scarcity and opportunity costs.		
o.5.A) explain why scarcity and choice are basic elements of economics; and		<p>2. Define scarcity (E-1A-H1)</p> <p>5. Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1)</p> <p>38. Evaluate the impact of policies related to the use of resources (e.g., water use regulations, policies on scarce natural resources) (E-1B-H3)</p>
o.5.B) interpret a production-possibilities curve and explain the concepts of opportunity costs and scarcity.		<p>3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1)</p> <p>4. Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1)</p>
o.6) Economics. The student understands the circular-flow model of the economy.		
o.6.A) interpret a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and		<p>29. Explain the role of <i>factors of production</i> in the economy (E-1B-H2)</p> <p>32. Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2)</p>
o.6.B) explain how government actions affect the circular-flow model.	<i>Also addressed in Government TEKS 35.6a</i>	35. Describe the effects of governmental action or intervention on a market economy (E-1B-H3)

TEKS	Comments	Louisiana GLE
o.7) Economics. The student understands the reaction of supply, demand, and price.		
o.7.A) identify the determinants that create changes in supply, demand, and price; and		<p>27. Explain, analyze, and apply principles of supply and demand including concepts of price, equilibrium point, incentives, and (E-1B-H1)</p> <p>28. Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1)</p>
o.7.B) interpret a supply-and-demand graph using supply-and-demand schedules.		49. Interpret various economic indicators used in a chart, table, or news article (E-1C-H1)
o.8) Economics. The student understands the role of financial institutions in saving, investing, and borrowing.		
o.8.A) explain the functions of financial institutions and how the role of financial institutions has changed over time;		<p>22. Analyze the role of banks in economic systems (e.g., increase the money supply by making loans) (E-1A-H7)</p> <p>23. Describe the functions and purposes of the financial markets (E-1A-H7)</p> <p>35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)</p>
o.8.B) analyze how financial institutions affect households and businesses.		<p>22. Analyze the role of banks in economic systems (e.g., increase the money supply by making loans) (E-1A-H7)</p> <p>23. Describe the functions and purposes of the financial markets (E-1A-H7)</p> <p>53. Describe the effects of interest rates on businesses and consumers (E-1C-H2)</p> <p>54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)</p> <p>55. Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2)</p>
o.9) Economics. The student understands types of business ownership and types of market structures.		

TEKS	Comments	Louisiana GLE
o.9.A) explain the characteristics of sole proprietorships, partnerships, and corporations;		20. Compare and contrast characteristics of various forms of business ownership (E-1A-H6)
o.9.B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations; and		20. Compare and contrast characteristics of various forms of business ownership (E-1A-H6)
o.9.C) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly.	<i>Extend to include effects implied in TEKS</i>	16. Explain the effects of competition on producers and consumers (E-1A-H5)  23. Describe the functions and purposes of the financial markets (E-1A-H7)
o.10) Economics. The student understands the characteristics of traditional, command, and market economic systems.		
o.10.A) explain the characteristics and give examples of traditional, command, and market economic systems; and	<i>Also addressed in World History TEKS 33.14a</i>	13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
o.10.B) compare the U.S. free enterprise system to other economic systems.	<i>Also addressed in World History TEKS 33.14a</i>	13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
o.11) Economics. The student understands the basic concepts of consumer economics.		
o.11.A) analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance;	<i>TEKS addresses credit only; fully addressed in 118.11b</i>	24. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7)
o.11.B) compare different means by which savings can be invested and the risks and rewards that it poses to the consumer; and	<i>TEKS addresses savings and investments fully addressed in 118.11a</i>	24. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7)
o.11.C) analyze the economic impact of investing in the stock and bond markets.		23. Describe the functions and purposes of the financial markets (E-1A-H7)
o.12) Geography. The student understands the geographic significance of the economic factors of production.		
o.12.A) describe the effects of the unequal distribution of economic factors of production; and		60. Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3)
o.12.B) analyze the locations of resources used in production.		29. Explain the role of factors of production in the economy (E-1C-H3)

TEKS	Comments	Louisiana GLE
production of an economic good and evaluate the significance of the locations.		H2)
o.13) Geography. The student understands the reasons for international trade and its importance to United States.		39. Explain the causes of global economic interdependence (E-1B-H4)  40. Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4)
o.13.A) explain the concepts of absolute and comparative advantages;	<i>Not Specifically Addressed in LA GLE</i>	
o.13.B) apply the concept of comparative advantage to explain why and how countries trade;		42. Explain how the economy of one country can affect the economies of other countries or the balance of trade among nations (E-1B-H4)
o.13.C) analyze the impact of U.S. imports and exports on the United States and its trading partners;	<i>Not Specifically Addressed in LA GLE</i>	
o.13.D) analyze changes in exchange rates of world currencies and the effects on the balance of trade.		41. Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4)
o.14) Geography. The student understands the effects of free trade and the effects of trade barriers.		
o.14.A) compare the effects of free trade and trade barriers on economic activities; and		44. Identify and evaluate various types of trade barriers among nations (E-1B-H5)
o.14.B) evaluate the benefits and costs of participation in international free-trade agreements.	<i>Extend to have students defend a position</i>	45. Take and defend a position on a trade policy or issue (e.g. NAFTA, G8, European Union) (E-1B-H5)
o.15) Government. The student understands the role that the government plays in the U.S. free enterprise system.		
o.15.A) describe the role of government in the U.S. free enterprise system; and	<i>Implied in Economics TEKS; addressed in Government TEKS 35.6a also</i>	18. Explain the role of government as producer, employer, a consumer in economic systems (E-1A-H6)
o.15.B) evaluate government rules and regulations in the U.S. free enterprise system.		35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)
o.16) Government. The student understands the effects of economic growth, stability, full employment, freedom, security, equity, and efficiency as they apply to U.S. economic policy.		

TEKS	Comments	Louisiana GLE
o.16.A) describe the goals of U.S. economic growth; and		<p>7. Define <i>productivity</i> and characterize the relationship between productivity and standard of living (E-1A-H2)</p> <p>48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)</p>
o.16.B) analyze how economic growth, stability, and full employment are measured.		<p>47. Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)</p> <p>51. Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2)</p> <p>56. Explain various causes and consequences of unemployment in a market economy (E-1C-H3)</p> <p>57. Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3)</p> <p>59. Explain the meaning of <i>underemployment</i> and analyze causes and consequences (E-1C-H3)</p>
o.17) Government. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels.		
o.17.A) identify types of taxes at the local, state, and national levels and the economic importance of each;		33. Identify various forms of taxation (E-1B-H3)
o.17.B) analyze the categories of revenues and expenditures in the U.S. federal budget; and	<i>Need to focus on local and state budgets also</i>	36. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3)
o.17.C) analyze the impact of fiscal policy decisions on the economy.	<i>Implied; extend to include taxes included in fiscal policies</i>	<p>34. Describe the impact of given forms of taxation (E-1B-H3)</p> <p>35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)</p> <p>62. Distinguish monetary policy from fiscal policy (E-1C-H4)</p>
o.18) Government. The student understands the role of the Federal Reserve System in establishing monetary policy.		

TEKS	Comments	Louisiana GLE
o.18.A) explain the structure of the Federal Reserve System; and		63. Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4)
o.18.B) analyze the three basic tools used to implement U.S. monetary policy.		37. Predict how changes in federal spending and taxation will affect budget deficits and surpluses and the national debt (E-1C-H4)  62. Distinguish monetary policy from fiscal policy (E-1C-H4)
o.19) History. The student understands economic concepts and decisions from the past that have influenced the present and those of today that will affect the future.		
o.19.A) analyze the importance of various economic philosophers such as John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise system;	<i>Not Specifically Addressed in LA GLE</i>	
o.19.B) trace the history of the labor movement in the United States;	<i>Not Specifically Addressed in LA GLE</i>	
o.19.C) analyze the impact of business cycles on U.S. history; and		58. Analyze the relationship between the business cycle and employment (E-1C-H3)
o.19.D) identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates.	<i>Not Specifically Addressed in LA GLE</i>	
o.20) History. The student understands economic concepts embodied in historical documents including the U.S. Constitution.		
o.20.A) identify economic concepts in the U.S. Constitution including property rights and taxation;	<i>Not Specifically Addressed in LA GLE</i>	
o.20.B) analyze the impact of economic concepts on the U.S. Constitution on contemporary issues and policies.	<i>TEKS addressed contemporary issues; may need to extend to historical issues</i>	25. Apply an economic concept to analyze or evaluate a given historical economic issue or situation (e.g., causes of the Great Depression, how the New Deal changed the role of the federal government) (E-1A-H8)
o.21) Culture. The student understands how societal values affect a nation's economy.		
o.21.A) analyze the societal values that determine how a country answers the basic economic questions; and	<i>Identification of the basic economic questions is implied in the TEKS statement</i>	6. Identify the four basic economic questions (E-1A-H1)

TEKS	Comments	Louisiana GLE
o.21.B) describe the societal values that influence national, command, and market economies.	<i>Approximates Economics TEKS; addressed in World Geography TEKS 34.10ac</i>	14. Explain the advantages and disadvantages of given market structures (E-1A-H5)
o.22) Culture. The student understands the impact of a nation's culture on its level of economic development.		
o.22.A) describe the level of economic development of selected nations; and	<i>Not Specifically Addressed in LA GLE</i>	
o.22.B) analyze how societal values affect the economic development of nations.	<i>Not Specifically Addressed in LA GLE</i>	
o.23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.		
o.23.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>	
o.23.B) create economic models such as production-possibilities curves, circular-flow charts, and supply-and-demand graphs to analyze economic activity;	<i>Focus on charts relating income distributions</i>	61. Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3)
o.23.C) create a product on a contemporary economic issue or topic using critical methods of inquiry;		45. Take and defend a position on a trade policy or issue (NAFTA, G8, European Union) (E-1B-H5)
o.23.D) explain a point of view on an economic issue;		45. Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5)
o.23.E) analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	<i>Not Specifically Addressed in LA GLE</i>	
o.23.F) evaluate economic-activity patterns using charts, tables, graphs, and maps; and		49. Interpret various economic indicators used in a chart, table or news article (E-1C-H1)  61. Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3)

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o.23.G) use appropriate mathematical skills to interpret social studies information.	<i>Not Specifically Addressed in LA GLE</i>	
o.24) Social studies skills. The student communicates in written, oral, and visual forms.		
o.24.A) use social studies terminology correctly;	<i>Implied throughout course</i>	
o.24.B) use standard grammar, spelling, sentence structure, and punctuation;	<i>Not Specifically Addressed in LA GLE</i>	
o.24.C) transfer information from one medium to another including written to visual and statistical to text or visual using computer software as appropriate; and	<i>Not Specifically Addressed in LA GLE</i>	
o.24.D) create written, oral, and visual presentations of social studies information.	<i>Not Specifically Addressed in LA GLE</i>	
o.25) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		
o.25.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>	
o.25.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>	
o.26) Science, technology, and society. The student understands the effects of science and technology on an economy.		
o.26.A) analyze the effect of technology on productivity;	<i>Not Specifically Addressed in LA GLE</i>	
o.26.B) development of communication and transportation systems in the United States;	<i>Not Specifically Addressed in LA GLE</i>	
o.26.C) analyze the economic impact of obsolescence created by technological innovations;	<i>Not Specifically Addressed in LA GLE</i>	

TEKS	Comments	Louisiana GLE
o.26.D) analyze how technological innovations change the way goods are manufactured, marketed, and distributed.	<i>Not Specifically Addressed in LA GLE</i>	
o.27) Science, technology, and society. The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government.		
o.27.A) give examples of types of economic information available as a result of technological innovations; and	<i>Not Specifically Addressed in LA GLE</i>	
o.27.B) explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses.	<i>Not Specifically Addressed in LA GLE</i>	
		LA GLE's not addressed in Tx Economics
	<i>Not Specifically Addressed in Economics TEKS; addressed in World Geography TEKS 34.12c</i>	5. Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1)
	<i>Not Specifically Addressed in Economics TEKS; addressed in World Geography TEKS 34.5b</i>	7. Define productivity and characterize the relationship between productivity and standard of living (E-1A-H2)
	<i>Not Specifically Addressed in Economics TEKS; addressed in World Geography TEKS 34.12b</i>	8. Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2)
	<i>Not Specifically Addressed in TEKS</i>	9. Identify actions or conditions that increase productivity or output of the economy (E-1A-H2)
	<i>Not Specifically Addressed in TEKS</i>	10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3)
	<i>Not Specifically Addressed in TEKS</i>	11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3)
	<i>Not Specifically Addressed in TEKS</i>	12. Evaluate various careers in terms of availability, educational requirements, salary and benefits, and intrinsic sources of satisfaction (E-1A-H3)
	<i>Not Specifically Addressed in TEKS</i>	17. Analyze the role of various economic institutions in economic systems (E-1A-H6)
	<i>Not Specifically Addressed in TEKS</i>	19. Analyze the importance of labor-management relations in economic systems (E-1A-H6)

TEKS	Comments	Louisiana GLE
		effects of given labor and management practices on productivity and business profitability (E-1A-H6)
	<i>Not Specifically Addressed in TEKS</i>	21. Explain ways in which businesses have changed to meet production costs or to compete more effectively in a global market (E-1A-H6)
	<i>Not Specifically Addressed in TEKS</i>	26. Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, and other developing economies) (E-1A-H8)
	<i>Not Specifically Addressed in TEKS</i>	30. Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2)
		43. Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4)
	<i>Not Specifically Addressed in TEKS</i>	46. Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6)
	<i>Not Specifically Addressed in TEKS</i>	47. Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	49. Interpret various economic indicators used in a chart, table, or news article (E-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	50. Draw conclusions about two different economies based on economic indicators (E-1C-H1)
	<i>Not Specifically Addressed in TEKS</i>	51. Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	52. Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	53. Describe the effects of interest rates on businesses and consumers (E-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	55. Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2)
	<i>Not Specifically Addressed in TEKS</i>	56. Explain various causes and consequences of unemployment (E-1C-H2)

TEKS	Comments	Louisiana GLE
		a market economy (E-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	57. Analyze regional, national, or demographic differences in of unemployment (E-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	59. Explain the meaning of underemployment and analyze its causes and consequences (E-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	60. Explain factors contributing to unequal distribution of income in market economy (E-1C-H3)
	<i>Not Specifically Addressed in TEKS</i>	64. Explain the role of regulatory agencies in the U.S. economy (E-1C-H4)
	<i>Not Specifically Addressed in TEKS</i>	65. Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4)