

Correlation Between Big6™ Skills and Texas Assessment of Knowledge & Skills (TAASII), by Barbara A. Jansen

Big6™ Skill	TAKS Social Studies Objective
	Gr. 8, 10, and 11 Exit level
The entire Big6™ process can be used to support the mastery of all history; government, geography; economics; culture; science, technology, and society; and citizenship content objectives in social studies.	All content objectives: history; government; geography; economics; culture; science, technology, and society; and citizenship
2.1 Identify possible sources 2.2 Choose best sources 3.1 Locate sources 3.2 Access information within sources 4.1 Engage in sources 4.2 Extract relevant information (summarizing) 5.1 Organize information from a variety of sources	The student will use critical thinking skills to analyze social studies information. (8.30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to (A) [differentiate between, locate, and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States; (B) 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; (C) [organize and] interpret information from [outlines, reports, databases, and] visuals including graphs, charts, timelines, and maps; (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; and (F) identify bias in written, [oral,] and visual material.
4.1 Engage in sources 4.2 Extract relevant information 5.1 Organize information from a variety of sources 5.2 Show results (create product)	Gr. 10 (WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to (C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C).

<p>(Objective continued)</p>	<p>16 TAAS II Objectives and TEKS Student Expectations Grade 10 Social Studies (WH25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to (C) 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 (correlates with WG21A). (WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to (C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).</p>
<p>2.1 Identify possible sources 2.2 Choose best sources 3.1 Locate sources 3.2 Access information within sources 4.1 Engage in sources 4.2 Extract relevant information (summarizing) 5.1 Organize information from a variety of sources 5.2 Communicates (shows) results</p>	<p>Gr. 11 Exit level The student will use critical thinking skills to analyze social studies information. (US24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to (A) [locate and] use primary and secondary sources [such as computer software, databases, media and news services, biographies, interviews, and artifacts] to acquire information about the United States (correlates with 8.30A and WH25B); (B) 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 (correlates with 8.30B and WH25C); 27 TAAS II Objectives and TEKS Student Expectations Grade 11 Exit Level Social Studies</p>

	<p>(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context (correlates with 8.30D and WH25D); and</p> <p>(F) identify bias in written, [oral,] and visual material (correlates with 8.30F and WH25G). (WG21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to (C) [construct and] interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change (correlates with WH11B and WH12C). (WH26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to (C) interpret [and create databases, research outlines, bibliographies, and] visuals including graphs, charts, timelines, and maps (correlates with WG21C).</p>
--	--