# Prank or Felony TEKS Alignment

[Texas Essential Knowledge and Skills for Social Studies](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=113)

[19 Tex. Admin. Code §113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=41)

Summary: 19 Tex. Admin. Code §113.41.(c)(19)(D); §113.41.(c)(23)(A)thru(C); §113.41.(c)(29)(A), (B), (C); §113.41.(c)(30)(A), (B), (C); §113.41.(c)(32)(A), (B)

(19)  Government. The student understands changes over time in the role of government. The student is expected to:

(D)  discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009

In the Prank or Felony unit, students examine actual Texas statutes. They learn that professional associations representing doctors, teachers, and many other professionals have input into the laws and rules affecting their governance. They learn that laws affecting convicted felons and professional licensing change in different sessions of the Texas Legislature.

(23)  Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A)  identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;

(B)  evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and

(C)  explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."

Students learn that criminal convictions severely limit a citizen’s legal right to participate in the democratic process, that felony convictions may render a person ineligible to vote, serve on juries, serve in the military, hold public office, and serve in certain federal occupations. Students learn that some professional groups have rule-making authority and some lobby the state legislature for rules that govern their profession and that certain criminal convictions can result in their inability to become licensed for certain professions. Students learn that these rules change as society leans toward very strict rules and then toward leniency.

Students learn that “civic responsibility” affects their lives in a very real way.

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;

(B)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  create written, oral, and visual presentations of social studies information;

(B)  use correct social studies terminology to explain historical concepts; and

(C)  use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students can be assigned research projects on “Collateral Consequences of Felony Convictions,” “Disenfranchisement of felons,” “Walk in My Shoes: I Can’t Get a Job Because I was In Jail,” “Abolish Lifetime Bans for Ex-Felons: Pros and Cons.” Student can be assigned the task of creating a spreadsheet to total the potential damages for specific crimes. Many news stories, websites and legal journal articles exist on these topics.

(32)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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

(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.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students are presented with the facts of a case and with the law of the State of Texas and asked to form and defend a legal opinion. Students are presented with the facts of an incident and asked to stop and predict possible consequences, both physical and legal.

[**19 Tex. Admin. Code §113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=42)

**Summary: §113.42.(c)(4)(29)(D)-(H); §113.42.(c)(4)(30)(A)-(D); §113.42.(c)(4)(31)(A),(B)**

(29)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(D)  evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E)  identify bias in written, oral, and visual material;

(F)  analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G)  construct a thesis on a social studies issue or event supported by evidence; and

(H)  use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  interpret and create written, oral, and visual presentations of social studies information; and

(D)  transfer information from one medium to another.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students can be assigned research projects on “Collateral Consequences of Felony Convictions,” “Disenfranchisement of felons,” “Walk in My Shoes: I Can’t Get a Job Because I was In Jail,” “Abolish Lifetime Bans for Ex-Felons: Pros and Cons.” Student can be assigned the task of creating a spreadsheet to total the potential damages for specific crimes. Many news stories, websites and legal journal articles exist on these topics and include data, audio and video and images.

(31)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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

(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.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students are presented with the facts of a case and with the law of the State of Texas and asked to form and defend a legal opinion. Students are presented with the facts of an incident and asked to stop and predict possible consequences, both physical and legal.

[**19 Tex. Admin. Code §113.44. United States Government**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=T&app=9&p_dir=N&p_rloc=147239&p_tloc=14970&p_ploc=1&pg=4&p_tac=&ti=19&pt=2&ch=113&rl=41) **(One-Half Credit), Beginning with School Year 2011-2012.**

**Summary: §113.44 (c)(2)(A);(B); §113.44(c)(14)(A)-(D); §113.44(c)(15)(A)-(C); §113.44(c)(20)(A)-(F); §113.44(c)(21)(A)-(D); §113.44(c)(22)(A),(B);**

(2)  History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:

(A)  give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and

(B)  analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

Students can be assigned research projects on “Collateral Consequences of Felony Convictions,” “Disenfranchisement of felons,” “Walk in My Shoes: I Can’t Get a Job Because I was In Jail,” “Abolish Lifetime Bans for Ex-Felons: Pros and Cons.” Many news stories, websites and legal journal articles exist on these topics.

(14)  Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:

(A)  explain the difference between personal and civic responsibilities;

(B)  evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;

(C)  understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and

(D)  understand the voter registration process and the criteria for voting in elections.

The student learns from real-world examples situations where people did not subordinate their personal desires and interests to the public good and what the results of that were. They learn that the responsibilities, duties and obligations of citizenship can be taken away for certain criminal convictions.

Students can be assigned research projects on “Collateral Consequences of Felony Convictions,” “Disenfranchisement of felons,” “Walk in My Shoes: I Can’t Get a Job Because I was In Jail,” “Abolish Lifetime Bans for Ex-Felons: Pros and Cons.” Many news stories, websites and legal journal articles exist on these topics.

(15)  Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:

(A)  analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

(B)  analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and

(C)  understand the factors that influence an individual's political attitudes and actions.

Students learn that criminal convictions severely limit a citizen’s legal right to participate in the democratic process, that felony convictions may render a person ineligible to vote, serve on juries, serve in the military, hold public office, and serve in certain federal occupations. Students learn that some professional groups have rule-making authority and some lobby the state legislature for rules that govern their profession and that certain criminal convictions can result in their inability to become licensed for certain professions. Students learn that these rules change as society leans toward very strict rules and then toward leniency.

Students learn that “civic responsibility” affects their lives in a very real way.

(20)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(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;

(B)  create a product on a contemporary government issue or topic using critical methods of inquiry;

(C)  analyze and defend a point of view on a current political issue;

(D)  analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;

(E)  evaluate government data using charts, tables, graphs, and maps; and

(F)  use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(21)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use social studies terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(22)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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

(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.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students are presented with the facts of a case and with the law of the State of Texas and asked to form and defend a legal opinion. Students are presented with the facts of an incident and asked to stop and predict possible consequences, both physical and legal.

Students can be assigned research projects on “Collateral Consequences of Felony Convictions,” “Disenfranchisement of felons,” “Walk in My Shoes: I Can’t Get a Job Because I was In Jail,” “Abolish Lifetime Bans for Ex-Felons: Pros and Cons.” Many news stories, websites and legal journal articles exist on these topics.

[**§113.45. Psychology (One-Half Credit), Beginning with School Year 2011-2012**](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=45)**.**

**Summary: §113.45 (c)(13)(A)-(G); §113.45(c)(14)(A)-(D); §113.45(c)(15)(A)-(D); §113.45(c)(16)(A)-(C); §113.45(c)(17)(A)-(B:**

(13)  The individual in society. The student will understand the influence of society and culture on behavior and cognition. The student is expected to:

(A)  describe how attributions affect explanations of behavior;

(B)  explore the nature and effects of bias and discrimination;

(C)  describe circumstances in which conformity and obedience are likely to occur;

(D)  describe the effects of the presence of others on individual behavior;

(E)  discuss the nature of altruism;

(F)  discuss the factors influencing attraction; and

(G)  identify sources of attitude formation and assess methods used to influence attitudes.

Students will learn real-world examples of “the effects of the presence of others on individual behavior” in the form of teen pranking news stories. Pranks are almost exclusively group behaviors, executed to gain the favor of fellow pranksters. Students can be assigned research papers : “Are Pranks a Form of Bullying?”; “Bullying as a Group Process”; “The Psychology of Cyber-bullying”; “Are Girls More Likely to Cyberbully?”

(14)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  create a product on a contemporary psychology-related issue or topic using critical methods of inquiry;

(B)  draw and evaluate conclusions from qualitative information;

(C)  apply evaluation rules to quantitative information; and

(D)  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.

(15)  Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A)  use psychology-related terminology correctly;

(B)  use standard grammar, spelling, sentence structure, and punctuation;

(C)  transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and

(D)  create written, oral, and visual presentations of social studies information.

(16)  Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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;

(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; and

(C)  participate in conflict resolution using persuasion, compromise, debate, and negotiation.

(17)  Social studies skills. The student develops long-term and short-term goal-setting skills for individual and community problem solving. The student is expected to:

(A)  illustrate the relationship and sequence between intermediate goals and terminal goals; and

(B)  monitor and evaluate self-directed inquiry or projects for timelines, accuracy, and goal attainment.

The student will exercise analytical skills by discussion during the slideshow presentation in class and by writing answers to the questions posed in the printout.

Students are presented with the facts of a case and with the law of the State of Texas and asked to form and defend a legal opinion. Students are presented with the facts of an incident and asked to stop and predict possible consequences, both physical and legal. The facts of the cases in the lesson offer excellent opportunities to examine the psychology of long-term and short-term goals and the teen brain.