

CASE NOTES

Active learning book

Keep your first interpretation, test it against the receipts, and make a response that someone can actually use.

20 cases / 5 units

The Why Files · Case Notes · The Receipts · Save This · Make It · What Changed? · Behind the Case

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Keep a record of your thinking

Use the three source records in The Receipts alongside these pages. Each case gives you a different question to investigate. Write, type, dictate, or sketch where the response format is not the learning goal.

Name: _____ Group or course: _____

A useful note contains the detail you relied on, the source it came from, and the limit on what it can show.

01 The transcript says more than the GPA

UNIT 1 / STUDENT ACTIVE BOOK

A senior opens a screenshot showing a 3.42 GPA and treats the number like an admissions verdict. Comparing it with other numbers online seems easy. But the screenshot compresses several years into one figure. The transcript records changes that the average cannot show alone.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Transcript excerpt

What can a reviewer see that one GPA number hides? Record the exact detail that supports your answer.

SOURCE B - School profile

Why does school context matter? Record the exact detail that supports your answer.

SOURCE C - College review guidance

What claim should a student avoid making from one number? Record the exact detail that supports your answer.

CASE 01 / The transcript says more than the GPA**A claim you can support****Connect the records**

Source A is closest to the student's recorded coursework. Which two receipt details let you explain this connection?

Choose and explain

Which conclusion is supported by A, B and C together?

- A. A 3.42 guarantees rejection because course history cannot affect review.
- B. The GPA needs academic context, and these documents do not predict admission.
- C. The upward trend cancels the repeated course and guarantees acceptance.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Explain what the GPA can and cannot establish. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

02 What can a recommendation letter actually do?

UNIT 1 / STUDENT ACTIVE BOOK

A student hopes a recommendation will repair an average grade. They consider asking the teacher to describe them as perfect. That request misses what the practice college wants: classroom contributions and context that the other materials do not explain. A useful recommendation can describe growth without pretending the grade was different.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - College instruction

What makes a recommender a strong fit? Record the exact detail that supports your answer.

SOURCE B - Student brag sheet

Which details are useful because the recommender personally observed them? Record the exact detail that supports your answer.

SOURCE C - Waiver/portal status

What should a student verify before the deadline? Record the exact detail that supports your answer.

CASE 02 / What can a recommendation letter actually do?**A claim you can support****Connect the records**

A establishes the recommender's assignment. Which two receipt details let you explain this connection?

Choose and explain

Which addition best serves the purpose in Source A?

- A. A paragraph the teacher is instructed to copy without changes.
- B. A claim that an average grade should be removed from consideration.
- C. A specific classroom example, clearly marked as something the teacher observed.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build a recommender packet that gives usable evidence without scripting praise. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

03 “Test optional” does not mean the same thing everywhere

UNIT 1 / STUDENT ACTIVE BOOK

A student labels colleges with short phrases in a notes app. Test optional seems to settle testing in two words. Then a scholarship page adds a score deadline, and a checklist says official results come later. The list mixes three questions: whether to submit, for what purpose and through which process.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - College A policy

Does optional mean scores never matter? Record the exact detail that supports your answer.

SOURCE B - College B scholarship page

Which deadline/purpose changes the decision? Record the exact detail that supports your answer.

SOURCE C - Application checklist

What decision remains the applicant's? Record the exact detail that supports your answer.

CASE 03 / “Test optional” does not mean the same thing everywhere**A claim you can support****Connect the records**

A answers whether College A considers an applicant's submitted scores. Which two receipt details let you explain this connection?

Choose and explain

What is the most defensible reading of College B's policy?

- A. Scores may be unnecessary for admission but required for certain scholarships.
- B. An optional admission policy cancels all score deadlines on other pages.
- C. The December 1 scholarship deadline establishes the admission deadline too.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Create a comparison table with date checked. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

04 The aid offer is not the bill

UNIT 1 / STUDENT ACTIVE BOOK

Source A looks generous when every line is added: \$18,000 in grants, \$5,500 in loan eligibility and \$2,500 in work-study eligibility. The total is \$26,000, but those dollars do not work alike. Treating them as money already available would hide important conditions.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Financial aid offer

Which amounts are gift aid, borrowed money, and earnings opportunity? Record the exact detail that supports your answer.

SOURCE B - Student account estimate

Why is it different from “cost of attendance”? Record the exact detail that supports your answer.

SOURCE C - Federal Student Aid summary

What should a student never add together as if it were all free money? Record the exact detail that supports your answer.

CASE 04 / The aid offer is not the bill**A claim you can support****Connect the records**

A classifies offered or eligible aid. Which two receipt details let you explain this connection?

Choose and explain

Why does B show \$25,000 before loans and other payments?

- A. It subtracts grants, loans and future work-study wages from the charges.
- B. It subtracts the pending \$18,000 grants from \$43,000 in billed charges.
- C. It includes every possible expense and all money the student will earn.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Translate the offer into grants, loans, work-study, billed costs, and unknowns. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

05 My deposit is smaller than my hours times my rate

UNIT 2 / STUDENT ACTIVE BOOK

The first deposit is smaller than expected. Eighteen hours at sixteen dollars should equal \$288. Source A confirms those hours and that rate. The worker's arithmetic is right, but it describes gross earnings. The deposit is net pay after the deductions shown on the statement.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Timecard

What record checks whether payroll used the same hours? Record the exact detail that supports your answer.

SOURCE B - Pay statement

Which line requires explanation? Record the exact detail that supports your answer.

SOURCE C - Employee handbook/payroll contact

What exact question would you bring to payroll? Record the exact detail that supports your answer.

CASE 05 / My deposit is smaller than my hours times my rate**A claim you can support****Connect the records**

A and B agree about gross earnings, so the known issue is not a missing displayed hour. Which two receipt details let you explain this connection?

Choose and explain

What can the matching calculation establish?

- A. Every deduction is permitted because the net pay adds up.
- B. The timecard correction deadline governs all legal complaints.
- C. The displayed deductions explain the gross-to-net difference, but their basis still needs checking.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Read the paycheck line by line and draft a payroll question. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

06 Can my manager schedule me for that?

UNIT 2 / STUDENT ACTIVE BOOK

A sixteen-year-old sees a school-night shift ending at 11:30 p.m. One coworker says all minors must stop earlier; another says sixteen ends every restriction. Both treat a broad statement as enough to settle this shift. The receipts show why the worker needs a more specific check.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Schedule

What jurisdiction/age rule do you need? Record the exact detail that supports your answer.

SOURCE B - State youth-work summary

Which official state source should be checked? Record the exact detail that supports your answer.

SOURCE C - Availability form

What two separate questions exist: legal limit and employer scheduling agreement? Record the exact detail that supports your answer.

CASE 06 / Can my manager schedule me for that?**A claim you can support****Connect the records**

A supports a concrete comparison with C: 11:30 p.m. Which two receipt details let you explain this connection?

Choose and explain

Which conclusion follows from A and C alone?

- A. The shift extends beyond the availability the student supplied.
- B. The shift violates every state's law for sixteen-year-olds.
- C. The manager accepted a binding agreement to end every shift at nine.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Write what is known federally and what must be checked locally. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

07 What do I document before I report?

UNIT 2 / STUDENT ACTIVE BOOK

A student worker receives repeated unwanted comments. The case provides no wording or finding about the conduct. It supplies a timeline structure, workplace policy and report confirmation. The task is to organize a usable record and identify reporting options without filling missing details with guesses.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Incident timeline

Which entries are observation and which are inference? Record the exact detail that supports your answer.

SOURCE B - Workplace policy

What external protections may vary by law/jurisdiction? Record the exact detail that supports your answer.

SOURCE C - Confirmation email

Why should you save this? Record the exact detail that supports your answer.

CASE 07 / What do I document before I report?**A claim you can support****Connect the records**

A is a record-building tool, not an investigation outcome. Which two receipt details let you explain this connection?

Choose and explain

What does the September 21 email establish?

- A. The employer determined the worker's account was correct.
- B. The report was received and assigned case number 1842.
- C. All internal and external reporting requirements have been completed.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build a factual incident record and identify reporting channels. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

08 The internship says “for experience”

UNIT 2 / STUDENT ACTIVE BOOK

A summer listing offers experience instead of pay. It requests twenty-five hours weekly, management of the company inbox and client reports. The student wants practical work for future applications, but the business also needs those tasks completed. The internship label cannot settle who primarily benefits.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Internship listing

Which duties look like training versus regular business work? Record the exact detail that supports your answer.

SOURCE B - Program agreement

What still has to be analyzed separately? Record the exact detail that supports your answer.

SOURCE C - U.S. DOL Fact Sheet #71 summary

Which facts from the listing map to the factors? Record the exact detail that supports your answer.

CASE 08 / The internship says “for experience”**A claim you can support****Connect the records**

A supplies business duties and hours, not a legal classification. Which two receipt details let you explain this connection?

Choose and explain

What does optional college credit establish here?

- A. The placement automatically meets every legal requirement for unpaid work.
- B. The employer can award credit without the faculty process.
- C. A possible educational connection that requires approval and does not settle classification alone.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Use factors to identify questions that need answers before accepting. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

09 Debit, credit, and “buy now” are not the same thing

UNIT 3 / STUDENT ACTIVE BOOK

A student comparing laptop payment methods notices every option ends with a checkout button. Debit, credit and installments can look interchangeable. The receipts instead ask when money leaves, what remains owed and which conditions matter if a payment is missed. Receiving the item now does not answer those questions.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Bank account terms

What happens if funds are insufficient? Record the exact detail that supports your answer.

SOURCE B - Credit card disclosure

Which number matters if a balance carries month to month? Record the exact detail that supports your answer.

SOURCE C - BNPL checkout

What should you open before accepting? Record the exact detail that supports your answer.

CASE 09 / Debit, credit, and “buy now” are not the same thing**A claim you can support****Connect the records**

A identifies the account that funds debit spending. Which two receipt details let you explain this connection?

Choose and explain

Which comparison is supported by the receipts?

- A. C shows \$150 in scheduled installments, while other terms still need checking.
- B. C must cost less because its first payment is the smallest number shown.
- C. B is always cheaper because making the minimum payment clears the purchase.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Compare timing, fees, risk, and what happens if payment is missed. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

10 The subscription kept charging

UNIT 3 / STUDENT ACTIVE BOOK

The student remembers an introductory price and is surprised by continuing charges. Source A actually specifies a paid first month at \$4.99, followed by \$14.99 monthly until cancellation. These are not free-trial or annual-plan terms. A complaint about a different offer would miss what the records establish.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Subscription terms

What date/price change should be placed on a calendar? Record the exact detail that supports your answer.

SOURCE B - Account billing history

Does it show whether cancellation was attempted? Record the exact detail that supports your answer.

SOURCE C - Cancellation confirmation

Which prior charge is still a separate dispute question? Record the exact detail that supports your answer.

CASE 10 / The subscription kept charging**A claim you can support****Connect the records**

A establishes an introductory month followed by recurring monthly pricing. Which two receipt details let you explain this connection?

Choose and explain

Which statement best matches the timeline?

- A. Access through August 1 proves the July 4 cancellation failed.
- B. The July 2 charge guarantees a refund because cancellation followed two days later.
- C. July 4 cancellation stops later renewals as stated, while the July 2 refund question remains separate.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Create a renewal calendar and evidence file. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

11 The creator said “not sponsored”

UNIT 3 / STUDENT ACTIVE BOOK

You watch a creator try a product, save the video, and send the link to a friend who has been comparing options. The fictional post opens with “Not sponsored, just obsessed.” That sounds like useful information: maybe the creator bought it independently and has nothing to gain if you buy it too.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Post transcript

Why might “not sponsored” still leave out a material connection? Record the exact detail that supports your answer.

SOURCE B - Affiliate dashboard

What disclosure would make the relationship clear? Record the exact detail that supports your answer.

SOURCE C - FTC endorsement guidance summary

Where should disclosure appear? Record the exact detail that supports your answer.

CASE 11 / The creator said “not sponsored”**A claim you can support****Connect the records**

Source A shows the audience-facing claim and the affiliate link together. Which two receipt details let you explain this connection?

Choose and explain

Which opening is best supported by the three receipts?

- A. “I earn an 8% commission on completed purchases through this link.”
- B. “I received \$500 in travel and gifts for this post.”
- C. “No one paid me cash, so there is no financial relationship.”

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Rewrite the disclosure so the audience can understand the relationship early. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

12 The video is real. The voice is not.

UNIT 3 / STUDENT ACTIVE BOOK

A principal appears on screen, announcing a new policy. The setting looks familiar, the clip moves naturally, and the repost sounds confident. In this fictional case, students are being asked to change their understanding of a school rule based on that clip. Recognizing the person and place makes the message feel settled before anyone checks the sound.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Original video

Why is “the video is fake” imprecise? Record the exact detail that supports your answer.

SOURCE B - Viral repost

What should a correction name specifically? Record the exact detail that supports your answer.

SOURCE C - Official announcement archive

What remains unknown about who altered the audio? Record the exact detail that supports your answer.

CASE 12 / The video is real. The voice is not.

A claim you can support

Connect the records

Compare Source A and Source B at the message level: the visible event matches, while the audio and claimed announcement do not. Which two receipt details let you explain this connection?

Choose and explain

Which conclusion stays within the evidence?

- A. The school probably changed its policy between the original recording and the repost.
- B. The footage depicts the same event, but the repost changes its audio and message.
- C. The repost's uploader can be identified as the audio editor because they shared it.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build a verification chain and draft a correction. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

13 Why did I get that ad?

UNIT 4 / STUDENT ACTIVE BOOK

Two teens browse college content and later receive different loan ads. One starts wondering whether the platform knows what their family can afford. Another thinks a single scholarship search caused the entire campaign. The fictional receipts make several signals visible, but they do not open the platform's complete decision process.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Ad preferences page

Does it prove which category caused one ad? Record the exact detail that supports your answer.

SOURCE B - Advertiser transparency card

Which parts are location/demographic versus inferred interest? Record the exact detail that supports your answer.

SOURCE C - Recent activity log

How would you explain the ad without pretending to know the algorithm? Record the exact detail that supports your answer.

CASE 13 / Why did I get that ad?**A claim you can support****Connect the records**

Source B gives the clearest campaign-level evidence: its disclosed audience settings include ages, ZIP codes, and college-planning interest. Which two receipt details let you explain this connection?

Choose and explain

Which statement does Source B establish most directly?

- A. The college-prep category proves exactly which signal delivered this ad.
- B. The activity log lists every factor used to select this ad.
- C. The campaign disclosed age, ZIP-code, and college-planning audience settings.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Map likely data signals without claiming certainty. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

14 Can the school stop the story?

UNIT 4 / STUDENT ACTIVE BOOK

The fictional student newspaper has drafted a story about cafeteria inspection records, with student comments included. Before publication, the question in the newsroom becomes whether the school can stop it. One answer treats any adviser review as censorship. That answer has not examined the policy or the specific facts.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Student newspaper draft

What school interests/rules could be relevant? Record the exact detail that supports your answer.

SOURCE B - Publications policy

Is a policy the same as constitutional law? Record the exact detail that supports your answer.

SOURCE C - Court-case note

Which fact pattern details matter most? Record the exact detail that supports your answer.

CASE 14 / Can the school stop the story?**A claim you can support****Connect the records**

Source A establishes the subject and described contents of the draft, without private student records. Which two receipt details let you explain this connection?

Choose and explain

What is the most defensible use of the publications policy?

- A. Treat its adviser-review clause as the final answer to the constitutional question.
- B. Use it to identify the review process while checking the applicable legal context.
- C. Use the absence of private records in A to skip every remaining policy question.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Separate constitutional, state-law, and school-policy questions. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

15 Register, preregister, or wait?

UNIT 4 / STUDENT ACTIVE BOOK

The school reminder is easy to repost: “Everyone can register at 16!” It sounds encouraging and gives students something concrete to do. In this fictional evidence set, however, the official-source workflow and the sample state page do not support that universal claim. A helpful reminder can still send people toward the wrong action if it leaves out the place and eligibility conditions.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Vote.gov state lookup

What state/jurisdiction applies to the student? Record the exact detail that supports your answer.

SOURCE B - State election page

Why must the student verify the current state page? Record the exact detail that supports your answer.

SOURCE C - School reminder post

How would you correct it without steering anyone politically? Record the exact detail that supports your answer.

CASE 15 / Register, preregister, or wait?**A claim you can support****Connect the records**

Source A supports a state-specific lookup. Which two receipt details let you explain this connection?

Choose and explain

Which correction preserves the useful message without extending the evidence?

- A. All students ages 16-17 should follow the sample state's preregistration instruction.
- B. Registration and preregistration can be used interchangeably if the reminder links to Vote.gov.
- C. Some jurisdictions offer preregistration; check your own current official election instructions.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build a neutral voting-information card that sends users to their own official source. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

16 City, state, federal, or school?

UNIT 4 / STUDENT ACTIVE BOOK

The group chat contains four complaints: a bus route changed, a graduation requirement is confusing, a passport rule affects a trip, and a classroom deadline feels impossible. Someone suggests sending all four to a high-profile elected official. It would produce one satisfying message, but it might not reach the people who can explain or change each decision.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Scenario cards

Which institution owns each decision? Record the exact detail that supports your answer.

SOURCE B - Authority map

Where could authority overlap? Record the exact detail that supports your answer.

SOURCE C - Appeal/escalation note

Why is “contact the president/governor” often the wrong first step? Record the exact detail that supports your answer.

CASE 16 / City, state, federal, or school?

A claim you can support

Connect the records

Source A identifies four decisions but supplies no actual notices, locations, or complete rules. Which two receipt details let you explain this connection?

Choose and explain

Which ladder best follows Source C?

- A. Decision owner > written rule > any review route provided by that rule.
- B. School office > elected official, regardless of which institution controls the issue.
- C. Decision owner > next higher office, assuming every decision has an appeal.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build an authority ladder for the specific decision. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

17 Can I see the record behind the decision?

UNIT 5 / STUDENT ACTIVE BOOK

The club's funding request was denied for "insufficient documentation." In this fictional case, that phrase is the only explanation students initially have. It does not tell them which document was missing, which criterion was affected, or how the committee reached its decision. The next move could be an accusation, but a precise records question may produce information they can actually use.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Decision notice

What record would show how criteria were applied? Record the exact detail that supports your answer.

SOURCE B - Funding rubric/minutes

Which parts might be public or restricted depending on institution/law? Record the exact detail that supports your answer.

SOURCE C - Records request procedure

How should a request name the record precisely? Record the exact detail that supports your answer.

CASE 17 / Can I see the record behind the decision?**A claim you can support****Connect the records**

Source A establishes the denial and its stated reason, not whether that reason was correctly applied. Which two receipt details let you explain this connection?

Choose and explain

What does the procedure in C establish?

- A. Identifying the requested record precisely guarantees that the clerk must release it.
- B. Specified records can be requested through the clerk, with access depending on applicable rules.
- C. The committee minutes necessarily include the full discussion behind every criterion score.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Write a narrow records request and identify what may be exempt. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

18 A petition is not the decision

UNIT 5 / STUDENT ACTIVE BOOK

The students have collected 1,248 signatures asking the city to add evening bus service. The fictional petition addresses a practical concern: getting home later can affect access to work, activities, and time with friends. The number makes the request visible. A celebratory post begins to treat that visibility as if the buses have already been approved.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Petition

What institution must act next? Record the exact detail that supports your answer.

SOURCE B - Transit-board agenda

Why would “petition approved” be inaccurate? Record the exact detail that supports your answer.

SOURCE C - Final resolution

What changed between attention, analysis, and decision? Record the exact detail that supports your answer.

CASE 18 / A petition is not the decision**A claim you can support****Connect the records**

Source A establishes the size and purpose of the petition: 1,248 signatures for evening bus service. Which two receipt details let you explain this connection?

Choose and explain

Which headline matches the latest receipt?

- A. Transit board approves a six-month evening-bus pilot after staff analysis.
- B. Transit board makes evening bus service permanent after receiving 1,248 signatures.
- C. Transit board approves new service when it schedules receipt of the petition.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Turn the petition into a decision-path plan. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

19 Turning 18 changes some things, not everything

UNIT 5 / STUDENT ACTIVE BOOK

A senior gets a new ID and starts thinking about what turning 18 changes. In the fictional scenario, a phone plan helps spark the conversation, but the actual contract receipt is for a gym membership.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Transition checklist

Which items depend on state/federal context? Record the exact detail that supports your answer.

SOURCE B - School records notice

Does turning 18 automatically change every parent-school relationship? Record the exact detail that supports your answer.

SOURCE C - Contract example

What should a new adult read before agreeing? Record the exact detail that supports your answer.

CASE 19 / Turning 18 changes some things, not everything**A claim you can support****Connect the records**

Source A provides an issue inventory rather than a complete statement of law. Which two receipt details let you explain this connection?

Choose and explain

What can you conclude from the gym contract example?

- A. The agreement cannot be ended before 12 months under any circumstances.
- B. The excerpt provides enough information to calculate the full membership cost.
- C. This example has a 12-month term and cancellation conditions that need to be read before signing.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Build a “check before you assume” adulthood card. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.

20 Before you sign the lease

UNIT 5 / STUDENT ACTIVE BOOK

The apartment listing conversation keeps returning to one number: \$1,150. The fictional lease front page makes the decision more complicated. It lists a term from August 1 through July 31, a \$1,150 security deposit, and utilities separately from rent.

First read

What is your first explanation? Identify the detail that led you there.

Questions for these receipts

SOURCE A - Lease front page

What recurring costs are not included in rent? Record the exact detail that supports your answer.

SOURCE B - Addendum

Why must addenda be read with the main lease? Record the exact detail that supports your answer.

SOURCE C - Move-in checklist

What should be saved before keys change hands? Record the exact detail that supports your answer.

CASE 20 / Before you sign the lease**A claim you can support****Connect the records**

Source A gives the rent, deposit, lease term, and separate utilities. Which two receipt details let you explain this connection?

Choose and explain

Which budget statement is supported by Source A?

- A. Rent and the listed deposit total \$2,300, with utilities and any other costs still unresolved.
- B. The full move-in bill is exactly \$2,300, including every fee and utility.
- C. The \$1,150 deposit automatically replaces the final month's rent.

Your reason

State your choice and cite the receipt that rules out the closest alternative.

Make the response

Annotate the lease and write five questions before signing. Include one clear claim or question, at least two source references, one statement of uncertainty/scope, the person or office with relevant authority, and one realistic next step. A paper route must teach the same skill as any digital route.

What changed?

Copy one phrase from your first read. Revise it using a receipt. Name one question that remains open.
