

THE RECEIPTS

Source companion

Read all three practice records for every case. Selected real media and primary-source connections extend the investigation.

20 cases / 5 units

[The Why Files](#) · [Case Notes](#) · [The Receipts](#) · [Save This](#) · [Make It](#) · [What Changed?](#) · [Behind the Case](#)

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What counts as a receipt

Sources A, B, and C are fictional NPW practice documents. They supply the evidence for the story and its questions. A record can be accurate about one thing while leaving another question open.

Real media connections appear only where the topic fits. A video page, article, guidance page, and collection are labeled by their actual format. Access notes describe what was verified; a link does not guarantee playback on a school network. Source discovery was checked September 29, 2026.

When offline, use the complete practice records. For an external extension, an educator can use the attributed description and investigation question as a preview; do not invent the contents of an inaccessible video.

01 The transcript says more than the GPA

Focus: transcripts and records

SOURCE A - Transcript excerpt

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. GPA 3.42; grades show upward trend, advanced courses junior/senior year, one repeated course.

What it establishes: Shows course history and grades; it does not explain context or admission policy.

Question while reading: What can a reviewer see that one GPA number hides?

SOURCE B - School profile

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "School offers 6 AP courses; weighted GPA includes AP/Honors; class rank not reported."

What it establishes: Provides context for interpreting the transcript.

Question while reading: Why does school context matter?

SOURCE C - College review guidance

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Academic review considers course rigor, performance over time, and available opportunities; no single GPA cutoff guarantees admission."

What it establishes: Shows holistic academic review language. It does not predict an individual outcome.

Question while reading: What claim should a student avoid making from one number?

A local source to compare

Find transcript legend, course history, school profile. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

02 What can a recommendation letter actually do?

Focus: recommendations and evidence

SOURCE A - College instruction

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "One teacher recommendation should describe classroom performance, contributions, and context not visible elsewhere."

What it establishes: Establishes requested purpose.

Question while reading: What makes a recommender a strong fit?

SOURCE B - Student brag sheet

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document with coursework, project, job, responsibilities, questions the student hopes the letter can illuminate.

What it establishes: Gives the recommender evidence/context. It does not script the letter.

Question while reading: Which details are useful because the recommender personally observed them?

SOURCE C - Waiver/portal status

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. FERPA waiver selection + "recommendation received."

What it establishes: Shows submission status/waiver choice. It does not reveal letter content.

Question while reading: What should a student verify before the deadline?

A local source to compare

Find recommendation request sheet, school guidance, activity list. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

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

Focus: admissions policy verification

SOURCE A - College A policy

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Applicants may choose whether SAT/ACT scores are considered.”

What it establishes: Establishes optional consideration.

Question while reading: Does optional mean scores never matter?

SOURCE B - College B scholarship page

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Admission is test optional; some merit scholarships require scores by Dec. 1.”

What it establishes: Shows different policy by purpose.

Question while reading: Which deadline/purpose changes the decision?

SOURCE C - Application checklist

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “If submitting scores, self-report by deadline; official score required after enrollment.”

What it establishes: Shows process, not whether submitting is strategically beneficial.

Question while reading: What decision remains the applicant’s?

A local source to compare

Find three admissions pages, application checklist. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

04 The aid offer is not the bill

Focus: financial aid and net price

SOURCE A - Financial aid offer

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Grants \$18,000; loan eligibility \$5,500; work-study eligibility \$2,500.

What it establishes: Shows aid types and amounts offered/eligible. Work-study is not cash received upfront.

Question while reading: Which amounts are gift aid, borrowed money, and earnings opportunity?

SOURCE B - Student account estimate

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Tuition/fees \$31,000; housing/meal plan \$12,000; pending grants \$18,000; balance before loans/other payments \$25,000.

What it establishes: Shows billed charges and pending credits at one moment.

Question while reading: Why is it different from "cost of attendance"?

SOURCE C - Federal Student Aid summary

NPW fictional practice document. Use as case evidence, not as a real institution's record.

Official-source summary. Aid offers can include grants, scholarships, work-study, and loans; work-study requires getting a job and working to earn wages.

What it establishes: Establishes general federal-aid concepts.

Question while reading: What should a student never add together as if it were all free money?

How To Evaluate Your Aid Offers

Federal Student Aid, U.S. Department of Education / StudentAid.gov

Source format: exact guidance with related video | Published: None | Language: English

Federal guidance for comparing aid offers and total costs. The embedded video is specifically about College Scorecard; it must not be mislabeled as a financial-aid-offer explainer.

Ask: Which line items reduce the price, which must be earned or repaid, and which costs are missing from the headline award total?

Use it: Compare two clearly fictional aid offers using the same time period and cost categories. Separate grants, work-study and loans and draft questions for a financial-aid office.

Access: Public article. Video title and embed URL verified; playback/captions unverified. Aid rules and school offers change, so live guidance should be checked when teaching.

<https://studentaid.gov/articles/evaluating-financial-aid-offers/>

FAFSA Submission Summary: What You Need To Know

Federal Student Aid, U.S. Department of Education / StudentAid.gov

Source format: exact guidance | Published: None | Language: English

Official guidance distinguishing the FAFSA Submission Summary, Student Aid Index and school aid offer. It supports a practical document-reading case without using anyone's private account.

Ask: Which document estimates potential aid, and which document states the school-specific offer?

Use it: Sort fictional document cards by purpose, sender and next action. Students explain why an SAI is not itself a bill and identify the office to contact for a changed circumstance.

Access: Public guidance and annotated images; students should use mock documents rather than submit personal financial data. Recheck current guidance before use.

<https://studentaid.gov/articles/fafsa-submission-summary/>

05 My deposit is smaller than my hours times my rate

Focus: gross/net pay and deductions

SOURCE A - Timecard

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. 18.0 hours at \$16/hour = \$288 gross expected before deductions.

What it establishes: Establishes hours/rate.

Question while reading: What record checks whether payroll used the same hours?

SOURCE B - Pay statement

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Gross \$288; taxes \$34.21; meal deduction \$12; net \$241.79.

What it establishes: Shows deductions and net. It does not establish whether every deduction is permitted.

Question while reading: Which line requires explanation?

SOURCE C - Employee handbook/payroll contact

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Questions about hours or deductions: payroll@...; report timecard corrections within 5 business days."

What it establishes: Establishes a correction route and deadline.

Question while reading: What exact question would you bring to payroll?

A local source to compare

Find pay statement, timecard, withholding explanation. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

06 Can my manager schedule me for that?

Focus: youth employment rules and jurisdiction

SOURCE A - Schedule

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Student age 16; shift ends 11:30 p.m. on a school night.

What it establishes: Establishes proposed work time.

Question while reading: What jurisdiction/age rule do you need?

SOURCE B - State youth-work summary

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice legal-information summary. "For minors under 18, permitted hours may depend on age, school day, occupation, and state law."

What it establishes: Shows why one national rule is not enough.

Question while reading: Which official state source should be checked?

SOURCE C - Availability form

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Student listed available until 9 p.m. Sunday-Thursday.

What it establishes: Shows employee-provided availability, which is not itself the law.

Question while reading: What two separate questions exist: legal limit and employer scheduling agreement?

A local source to compare

Find schedule, state labor page, federal youth rules. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

07 What do I document before I report?

Focus: harassment reporting pathways and documentation

SOURCE A - Incident timeline

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Dates/times, exact words/actions observed, location, witnesses, saved message IDs.

What it establishes: Creates a factual record. It does not prove motive.

Question while reading: Which entries are observation and which are inference?

SOURCE B - Workplace policy

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Harassment concerns may be reported to manager, HR, or hotline. Retaliation for good-faith reporting is prohibited by policy."

What it establishes: Shows internal routes and policy statement.

Question while reading: What external protections may vary by law/jurisdiction?

SOURCE C - Confirmation email

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Report received Sept. 21; case number 1842; contact HR if safety or schedule changes occur."

What it establishes: Establishes receipt and case number, not the outcome.

Question while reading: Why should you save this?

A local source to compare

Find employee handbook, reporting options, incident log template. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

08 The internship says “for experience”

Focus: internships and worker classification intro

SOURCE A - Internship listing

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. 25 hrs/week; manages company inbox; creates client reports; unpaid; “college credit preferred.”

What it establishes: Shows duties/hours/compensation label. It does not determine legal worker status.

Question while reading: Which duties look like training versus regular business work?

SOURCE B - Program agreement

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. College offers optional credit if faculty approves learning objectives and supervision.

What it establishes: Shows credit process; credit alone does not settle FLSA employee status.

Question while reading: What still has to be analyzed separately?

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

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

Official-source summary. For for-profit employers, courts use a flexible primary-beneficiary test; no single factor controls.

What it establishes: Establishes the general federal framework.

Question while reading: Which facts from the listing map to the factors?

College students: Avoid scammers while you job hunt

Federal Trade Commission / FTC Consumer Advice

Source format: exact article | Published: 2025-05 | Language: English

A specific FTC alert about fake job advertisements and recruiter messages aimed at college students. It connects verification skills to internship and summer-job searches.

Ask: How could you verify the employer through a separately located official channel before sharing information or sending money?

Use it: Annotate a fictional recruiter DM, distinguish red flags from proof and build a verification route that does not use the links or phone number supplied in the DM.

Access: Public readable article. No account or video required.

<https://consumer.ftc.gov/consumer-alerts/2025/05/college-students-avoid-scammers-while-you-job-hunt>

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

Focus: consumer finance basics

SOURCE A - Bank account terms

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Debit card purchases generally draw from checking balance; overdraft settings/fees vary.

What it establishes: Explains debit funding source.

Question while reading: What happens if funds are insufficient?

SOURCE B - Credit card disclosure

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. APR, minimum payment, due date, late fee.

What it establishes: Shows borrowing terms.

Question while reading: Which number matters if a balance carries month to month?

SOURCE C - BNPL checkout

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Four payments of \$37.50; missed-payment/collection terms link below checkout.

What it establishes: Shows installment structure. It may still create obligations different from a debit purchase.

Question while reading: What should you open before accepting?

A local source to compare

Find account terms, card disclosure, installment example. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

10 The subscription kept charging

Focus: subscriptions, scams, consumer protection

SOURCE A - Subscription terms

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. \$4.99 first month; renews \$14.99 monthly until canceled.

What it establishes: Shows renewal.

Question while reading: What date/price change should be placed on a calendar?

SOURCE B - Account billing history

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Charges on May 2, Jun 2, Jul 2.

What it establishes: Shows recurring charges.

Question while reading: Does it show whether cancellation was attempted?

SOURCE C - Cancellation confirmation

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Canceled July 4; access through Aug. 1; no further renewals."

What it establishes: Establishes cancellation date/effect.

Question while reading: Which prior charge is still a separate dispute question?

A local source to compare

Find signup screen, charge, cancellation policy. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

11 The creator said “not sponsored”

Focus: creator economy and disclosures

SOURCE A - Post transcript

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. “Not sponsored, just obsessed.” Brand affiliate link in bio; commission on purchases.

What it establishes: Shows an endorsement plus affiliate relationship.

Question while reading: Why might “not sponsored” still leave out a material connection?

SOURCE B - Affiliate dashboard

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

NPW practice document. 8% commission on completed sales from tracked link.

What it establishes: Establishes financial connection.

Question while reading: What disclosure would make the relationship clear?

SOURCE C - FTC endorsement guidance summary

NPW fictional practice document. Use as case evidence, not as a real institution’s record.

Official-source summary. Material connections that could affect how audiences evaluate an endorsement should be clearly disclosed.

What it establishes: Establishes principle, not a case-specific enforcement judgment.

Question while reading: Where should disclosure appear?

Blurred ads and kids and teens: What to know

Federal Trade Commission / FTC Consumer Advice

Source format: exact article | Published: 2023-09 | Language: English

The FTC explains how advertising can blend into unboxings, influencer posts and games. Useful as evidence behind a classroom examination of creator recommendations.

Ask: What changes when a product appears in an ordinary-looking post instead of in a clearly marked ad?

Use it: Students annotate three clearly fictional creator cards for product, sponsor, intended audience and evidence. Redesign one card so its advertising relationship is clear.

Access: Public readable article; no video is claimed for this item.

<https://consumer.ftc.gov/consumer-alerts/2023/09/blurred-ads-kids-teens-what-know>

Disclosures 101 for Social Media Influencers

Federal Trade Commission staff / Federal Trade Commission

Source format: exact guidance with linked video | Published: 2019-11 | Language: English; publisher announcement links an official Spanish edition

First-party guidance covering connections between brands and creators, including free products. Useful for student ambassadors, affiliate posts, campus promotions and sponsorships.

Ask: If a creator received a free product, which part of that relationship would an audience need to know to evaluate the recommendation?

Use it: Write a 20-second sponsored campus-event script in English or Spanish with a clear disclosure placed where the audience encounters the endorsement. Explain the choice using the guidance.

Access: Public text and PDF. The official announcement verifies the related YouTube link; playback/captions unverified. This is source analysis, not a substitute for current institution-specific advice.

<https://www.ftc.gov/business-guidance/resources/disclosures-101-social-media-influencers>

Are you media literate?

Laurie Alyce (@lauriealyceadventures) / TikTok creator post, embedded by TikTok Newsroom

Source format: exact tiktok | Published: None | Language: English

A history teacher's media-literacy TikTok with an explicit Ad label in the publisher-embedded caption. Useful for considering sponsored educational content without assuming sponsorship makes every claim false.

Ask: What does the Ad label tell us, and which questions about the video's evidence does it leave unanswered?

Use it: Compare the embedded caption with the FTC disclosure guide. Students design a bilingual sponsorship disclosure and identify what must still be fact-checked.

Access: URL and Ad caption verified from the official newsroom embed. Video playback, on-screen disclosure timing and captions not verified. Do not assign account creation.

<https://www.tiktok.com/@lauriealyceadventures/video/7382650959651933472>

12 The video is real. The voice is not.

Focus: deepfakes and provenance

SOURCE A - Original video

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice record. Same visible event as viral clip, but original audio differs.

What it establishes: Shows video footage may be authentic while audio was altered.

Question while reading: Why is "the video is fake" imprecise?

SOURCE B - Viral repost

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Audio claims the principal announced a policy that does not appear in original.

What it establishes: Shows altered message.

Question while reading: What should a correction name specifically?

SOURCE C - Official announcement archive

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. No announcement matching the viral audio; current policy notice says something different.

What it establishes: Provides independent institutional record.

Question while reading: What remains unknown about who altered the audio?

Is this Keanu account actually a deepfake? | Is This Legit?

MediaWise Teen Fact-Checking Network with PBS NewsHour Student Reporting Labs / MediaWise / PBS News Hour Classroom

Source format: exact video with lesson | Published: None | Language: English

A specific teen fact-check of an imitation celebrity account. The linked lesson includes handouts and teacher notes.

Ask: Which evidence establishes the account's identity independently of whether the face looks convincing?

Use it: Build an identity-verification ladder: account description, original uploader, corroborating official account and independent reporting. Treat visual glitches as weak clues, never a reliable 2026 detection test.

Access: Video URL verified from the PBS embed. YouTube playback/captions not tested. The lesson page can supply the source trail if playback fails.

https://www.youtube.com/watch?v=r_cxn1Wir9w

No, esta canción llamada ‘Semana Santa en Sevilla’ no es de Rosalía: ha sido creada con IA

Maldita.es / Fundación Maldita.es

Source format: exact fact check with documented media | Published: 2026-04-08 | Language: Spanish

A 2026 Spanish-language verification tracing a song falsely attributed to Rosalía to its uploader's own description and synthetic-content label. This is the fact-checker's original investigation, not the artist's release.

Ask: What does the uploader's own description establish that listening to the voice alone cannot?

Use it: Students build a bilingual attribution card distinguishing named artist, uploader, stated use of AI and verification outcome. Trace the evidence before discussing whether the audio sounds convincing.

Access: Public text includes evidence and an archived original-post link. Readable without playing the song. Do not reproduce lyrics or treat the imitation as an authentic Rosalía recording.

<https://maldita.es/desinfo/20260408/rosalia-saca-una-nueva-cancion-llamada-semana-santa-en-sevilla/>

13 Why did I get that ad?

Focus: targeted advertising and privacy

SOURCE A - Ad preferences page

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Listed interests: sneakers, college prep, local events.

What it establishes: Shows platform-assigned or user-selected interest categories.

Question while reading: Does it prove which category caused one ad?

SOURCE B - Advertiser transparency card

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Advertiser targeted ages 16-20 in selected ZIP codes with interest in college planning."

What it establishes: Shows audience settings disclosed for the campaign.

Question while reading: Which parts are location/demographic versus inferred interest?

SOURCE C - Recent activity log

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. User searched scholarships and watched college-tour videos.

What it establishes: Shows recent behavior that could be related, not exact causal weight.

Question while reading: How would you explain the ad without pretending to know the algorithm?

Who (or What) Controls What You See On Social Media?

Myles Bess / KQED Above the Noise, co-produced with Common Sense Education / PBS

Source format: exact video | Published: 2022-04-06 | Language: English

A host-led explanation of recommendation feeds using TikTok and a computer-science interview. The older publication date makes it useful for comparing enduring mechanisms with changing platform features.

Ask: Which part of the explanation is supported by an expert interview, and what current platform documentation would help test it?

Use it: Create a paper feed from teacher-provided post cards. Change one engagement signal and explain why the next recommendations might change. Do not require students to reveal their personal feeds.

Access: Public PBS episode page. PBS lists CC and a transcript; playback and school-network access still need checking.

<https://www.pbs.org/video/who-or-what-controls-what-you-see-on-social-media-9nyoa1/>

Blurred ads and kids and teens: What to know

Federal Trade Commission / FTC Consumer Advice

Source format: exact article | Published: 2023-09 | Language: English

The FTC explains how advertising can blend into unboxings, influencer posts and games. Useful as evidence behind a classroom examination of creator recommendations.

Ask: What changes when a product appears in an ordinary-looking post instead of in a clearly marked ad?

Use it: Students annotate three clearly fictional creator cards for product, sponsor, intended audience and evidence. Redesign one card so its advertising relationship is clear.

Access: Public readable article; no video is claimed for this item.

<https://consumer.ftc.gov/consumer-alerts/2023/09/blurred-ads-kids-teens-what-know>

14 Can the school stop the story?

Focus: student journalism and speech

SOURCE A - Student newspaper draft

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Article reports on cafeteria inspection records and quotes students; no private student records included.

What it establishes: Shows content of proposed story.

Question while reading: What school interests/rules could be relevant?

SOURCE B - Publications policy

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "School-sponsored publications receive adviser review for accuracy, privacy, and legal concerns; editorial authority follows district policy and applicable law."

What it establishes: Shows local policy and that legal context matters.

Question while reading: Is a policy the same as constitutional law?

SOURCE C - Court-case note

NPW fictional practice document. Use as case evidence, not as a real institution's record.

Official-source teaching summary: student speech rights differ by context, including whether speech is school-sponsored; exact legal analysis depends on jurisdiction and facts.

What it establishes: Establishes need for context, not a universal answer.

Question while reading: Which fact pattern details matter most?

Reading beyond the headlines

Logically Facts (@logicallyfacts) / TikTok creator post, embedded by TikTok Newsroom

Source format: exact tiktok | Published: None | Language: English

An actual TikTok post explaining why headlines circulated without context can mislead. The exact post ID was verified from its embed in TikTok's official newsroom page.

Ask: What missing detail would change a reasonable reader's interpretation of the headline?

Use it: Reveal a headline, then its date, then a short teacher-written context card. Have students revise their first interpretation at each stage.

Access: Exact URL and embedded caption verified; direct playback, date and captions were not verified. TikTok may be blocked or ask for an account. Use the source page and an original teacher-made headline exercise as the fallback. For under-13 learners, teacher-controlled viewing only.

<https://www.tiktok.com/@logicallyfacts/video/7262681015926148384>

15 Register, preregister, or wait?

Focus: voter registration and official sources

SOURCE A - Vote.gov state lookup

NPW fictional practice document. Use as case evidence, not as a real institution's record.

Official-source workflow summary. Registration/preregistration age and deadlines vary by state; Vote.gov links to state rules.

What it establishes: Establishes need for state-specific source.

Question while reading: What state/jurisdiction applies to the student?

SOURCE B - State election page

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice adaptation. "Residents age 16-17 may preregister; registration becomes active when eligible."

What it establishes: Shows one state's rule in a practice scenario.

Question while reading: Why must the student verify the current state page?

SOURCE C - School reminder post

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Everyone can register at 16!"

What it establishes: Shows an overbroad claim.

Question while reading: How would you correct it without steering anyone politically?

A local source to compare

Find Vote.gov, state election page, sample ballot. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

16 City, state, federal, or school?

Focus: levels of authority

SOURCE A - Scenario cards

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice set: bus route change; graduation requirement; passport rule; classroom deadline.

What it establishes: Shows four problems at different authority levels.

Question while reading: Which institution owns each decision?

SOURCE B - Authority map

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Local transit agency > route operations; state education agency/legislature > many graduation rules; federal government > passports; teacher/school > course deadlines subject to higher rules.

What it establishes: Provides a starting map, not every exception.

Question while reading: Where could authority overlap?

SOURCE C - Appeal/escalation note

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Start with the actor who owns the decision; use higher-level appeal only where the rule provides one."

What it establishes: Teaches process.

Question while reading: Why is "contact the president/governor" often the wrong first step?

A local source to compare

Find agency notices, state rule, district policy. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

17 Can I see the record behind the decision?

Focus: public records and meeting records

SOURCE A - Decision notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Club funding request denied: "insufficient documentation."

What it establishes: Shows outcome and stated reason.

Question while reading: What record would show how criteria were applied?

SOURCE B - Funding rubric/minutes

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Criteria scores + committee minutes record motion/vote.

What it establishes: Shows institutional record of process.

Question while reading: Which parts might be public or restricted depending on institution/law?

SOURCE C - Records request procedure

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Students may request specified student-government records through the clerk; institutional/public-record laws vary."

What it establishes: Shows route, not guaranteed access to everything.

Question while reading: How should a request name the record precisely?

A local source to compare

Find agenda, minutes, records-request instructions. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

18 A petition is not the decision

Focus: advocacy, petitions, public comment

SOURCE A - Petition

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. 1,248 signatures asking city to add evening bus service.

What it establishes: Shows support for a request. It does not enact service.

Question while reading: What institution must act next?

SOURCE B - Transit-board agenda

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. "Receive petition; staff ridership/cost analysis; no vote this meeting."

What it establishes: Shows process stage.

Question while reading: Why would "petition approved" be inaccurate?

SOURCE C - Final resolution

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document from later meeting. Board approves six-month pilot after staff report.

What it establishes: Shows formal decision and scope.

Question while reading: What changed between attention, analysis, and decision?

A local source to compare

Find petition, board policy, agenda process. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.

19 Turning 18 changes some things, not everything

Focus: legal adulthood basics

SOURCE A - Transition checklist

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Voting eligibility, contracts, medical privacy/consent, school-record status, selective service where applicable, taxes/IDs all follow different rules.

What it establishes: Shows there is no single "adult switch."

Question while reading: Which items depend on state/federal context?

SOURCE B - School records notice

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. At 18, certain education-record rights transfer under FERPA; school procedures explain access.

What it establishes: Shows one change.

Question while reading: Does turning 18 automatically change every parent-school relationship?

SOURCE C - Contract example

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Gym membership has 12-month term and cancellation conditions.

What it establishes: Shows practical consequence of signing.

Question while reading: What should a new adult read before agreeing?

An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA)

U.S. Department of Education Student Privacy Policy Office / Protecting Student Privacy

Source format: exact official guide | Published: None | Language: English and official Spanish translation

A federal guide explaining the transfer of FERPA rights to eligible students. An official Spanish translation supports family communication and bilingual document reading.

Ask: What makes someone an eligible student, and where would you verify your institution's process for requesting records?

Use it: Write a plain-language records-request question and identify the campus records office. Compare English and Spanish terminology without asking students to share an actual educational record.

Access: Public landing pages link downloadable guides. The inspected pages establish dates and scope; use the full guide and current campus procedure before teaching specific exceptions or applying it to a real dispute.

<https://studentprivacy.ed.gov/resources/eligible-student-guide-family-educational-rights-and-privacy-act-ferpa>

20 Before you sign the lease

Focus: contracts and leases intro

SOURCE A - Lease front page

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Rent \$1,150; term Aug. 1-July 31; security deposit \$1,150; utilities listed separately.

What it establishes: Shows core financial/term obligations.

Question while reading: What recurring costs are not included in rent?

SOURCE B - Addendum

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Guests, pets, subletting, move-out notice, damage charges, renter's insurance requirement.

What it establishes: Shows additional binding terms if incorporated.

Question while reading: Why must addenda be read with the main lease?

SOURCE C - Move-in checklist

NPW fictional practice document. Use as case evidence, not as a real institution's record.

NPW practice document. Document existing damage with dated photos; keep signed copy and payment records.

What it establishes: Shows documentation practice. It is not legal advice about tenant rights.

Question while reading: What should be saved before keys change hands?

A local source to compare

Find lease excerpt, fee sheet, move-in checklist. Save who issued the record, its date, and the relevant school, employer, or community. Compare one field or claim with the practice document above. If the real document is unavailable, record that gap rather than filling it with an assumption.