

Texas Transition Model




School to Work Transition Curriculum

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Texas Transition Model: School to Work Transition Curriculum



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1988

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Jerry L. Wircenski, Project Director

THE TEXAS TRANSITION MODEL

The Texas Transition Model graphically illustrates the special needs learner's - disadvantaged, handicapped, and limited-English proficient, expected development of vocational skills as they progress from kindergarten through 12th grade and assume a role in the workforce. Transition is defined as:

"the movement from one state, stage or place to another, as from school to work and community living."

Transition should enhance economic and social independence upon graduation from secondary school. The transition process should allow the student to pass from a state of dependency to independence. During the years in school, learners are largely dependent upon parents for financial support, housing, food, discipline, and social behavior. They are also dependent upon the school for education, an orderly environment, discipline, and a social structure which models acceptable behavior patterns.

The home and school environments somewhat protect them from adulthood demands. Because no immediate need satisfies these demands, learners often finish public school without developing the skills and attitudes necessary to secure and keep employment, secure and maintain a residence, or develop positive social relationships. Therefore, need for a plan to provide this transition for the special needs learner is evident.

The Texas Transition Model condenses a transition plan for special needs learners in grades K through 12. The plan is designed to provide a set of learning experiences that will affect the awareness, understanding, and behaviors necessary for the transition from school to work. The model is not intended to be a rigid formula to be used exactly the same in every school or with every student. It is intended to be a flexible framework adaptable to the individual differences of the student, school, program, and community. The model is divided into four stages of transition:

1. The Awareness Stage: grades K through 6
2. The Exploration Stage: grades 7 through 10
3. The Preparation Stage: grades 10 through 12
4. The Implementation Stage: continuing education/employment

The Awareness, Exploration, and Preparation stages in the model include the following sections: Introduction, Objectives, Units of Instruction, Strategy, and Resources. Each begins with an Introduction which defines the stage and indicates the scope of activities included in that stage. The next section of the model states the Objectives in very broad terms; however, they are divided into more specific topics later in this guide. The objectives describe the kinds of behaviors which should be evident in a student at the end of the stage.

The list of Units of Instruction is designed to help the educator or administrator reach the objectives by identifying major areas of study to include in that stage. The Strategy section in each stage is a list of suggested methods and activities to use when teaching these units of instruction. Teaching strategies are only limited by imagination, but those suggestions are some that have proven effective in those particular units.

The final section, Resources will prove helpful to the educator who wishes to seek additional information, materials, speakers or personal assistance when implementing a transition plan. These suggested resources represent government and private organizations that are dedicated to the same or similar goals of this transition plan. The Resources section is expanded in the implementation stage.

The next sections of this guide overview the components of the transition model. Each section guides the reader through the steps of the model.

AWARENESS STAGE

Introduction - The foundation of transition skills is laid first in the elementary grades. The focus of this stage is awareness of occupations and responsibilities in adult life. This awareness will often serve as a basis for relationships. For example, children are familiar with postal carriers, their uniforms, and duties. The person that delivers mail to them may become known as "Mr. Postman" or the "mail lady" instead of "that man" or "that lady." The awareness of the postal worker enables them to include the existence of the postal worker in their society and to consider a postal worker as a potential career. This is especially true when confronted with the question "What do you want to do when you grow up?" The response will depend largely upon their familiarity with the career as well as a "role model" relationship with someone in that career. The same would be true of a police officer, carpenter, etc.

Objectives - The objective of the awareness stage is to inform students of career options and responsibilities of adult life. This objective is reached most effectively by addressing three broad areas. The first area is a knowledge base, a set of facts concerning a broad selection of careers to which an elementary student could relate. (Example: construction worker rather than city engineer.) Next, the development of attitudes will lay the foundation for a sound work ethic and socialization skills. Finally, as students gain self understanding, they can consider career choices in terms of their own likes, dislikes, etc. (See Appendix A for a complete list of transition skills.)

The Units of Instruction blend basic academic skills with personal development. The personal development units concentrate on attitudes, management of personal resources, and decision making/problem solving skills.

The Strategies listed in the model resulted from many visits with Texas elementary school teachers. These strategies are the ones which have proven effective for this level of instruction. In addition, much of the curriculum in the Awareness Stage is easily integrated into regular academic units. For example, if a teacher is teaching subtraction skills, word problems can be included to apply the skill in a career setting. The teacher can point out how certain occupations such as carpenters depend on those skills and expand on that occupation.

The Resources listed in each stage are self explanatory. One suggestion for using the resource organizations in the Awareness Stage is to use a series of guest speakers representing a variety of occupations. This should provide a positive introduction to career areas.

EXPLORATION STAGE

Introduction - Students in the Exploration Stage prepare to make a quality decision concerning an occupation using individual research, "hands on" activities, and assessment results. These activities are necessary for students who may identify a career goal before entering the Preparation Stage.

Objectives - As the model indicates, the program has three goals in the Exploration Stage:

1. To provide students a more realistic perception of the world of work and independent living
2. To allow students a means for matching occupation possibilities to their unique set of interests, abilities, needs, and involvements
3. To teach pre-vocational training skills such as interviewing for jobs, filling out application forms, fulfilling employee responsibilities, etc., so students may secure and keep entry level employment.

A combination of on-going assessment, classroom research, and exploration (hands-on) enables students to reach these goals. These three types of activities help students identify career goals and options and provide input for a plan that will prepare them for career choices. This preparation plan is the basis for the program option selected in the Preparation Stage in grades 10 through 12. On-going assessment during the Exploration Stage will provide invaluable input to the students and teachers that may well be the basis for a career goal selection. Assessment should include interest surveys, aptitude tests, and interviews with school counselors. Initial assessment will help the student consider interest aptitude and other trials when selecting career possibilities. (1) Knowing their interests and aptitudes should help students select a career area for research assignments. (2) For example, a student may enjoy working with carpentry tools and helping a parent in a carpentry workshop. If the assessment also shows an aptitude for carpentry, the student will likely choose to investigate that area. As the student progresses through the Exploration Stage, on-going assessments will monitor changes in interests, aptitudes, and abilities. A cumulative assessment should be given at the end of the Exploration Stage before students enter the Preparation Stage.

The Units of Instruction expand their scope in the Exploration Stage to include more specific research, hands-on learning, and pre-vocational units such as job interviewing and completing job applications. The pre-vocational units are especially important for those students who plan to enter a cooperative vocational program in the Preparation Stage, since these programs use certain entry level skills at the beginning of the program. (See Appendix A for a complete list of transition skills.)

Strategies - Much of the exploration of occupational options will be accomplished through classroom activities. As in the elementary years, some transition skills will be addressed by integrating the objectives into the basic academic units. A much larger number of the objectives, however, will be taught in lessons that address only the transition skills objectives. The curriculum may include entry level skills, generalizable skills, life-centered occupational skills, and basic academic skills.

The strategies in the Exploration Stage have been expanded to include "experiential" approaches such as simulation, job shadowing, and part-time employment. Experiential exploration will often use employers and/or community resources as part of a planned series of activities that let students observe or perform jobs to gain a variety of experience in different jobs. These experiences can provide important information gained only through hands-on involvement. The experiences will strongly influence a student's decisions concerning vocational preferences as well as develop self-esteem and self-confidence.

Community Resources - As in the Awareness Stage, these agencies and groups can be an excellent source for speakers. Also note that the school vocational counselor is included in this list. The counselor is important during the Exploration Stage as a service person, for vocational assessments, and for input as part of a coordinating "team." This "team" should also include the teacher, parents, business and community leaders and students (where appropriate).

PREPARATION STAGE

Introduction - Ideally, students should have identified a career goal upon entering the Preparation Stage. Therefore, the training students receive during this stage is more specific and prepares them for either immediate job entry into that career area or for advanced training. Notice that this stage also includes the 10th grade. The overlap accomodates students who:

1. Are behind in grade level.
2. Are pursuing training that requires three years of preparation.
3. Need three years for preparation because of learning style.
4. Are economically disadvantaged and need an income supplement.

Objectives - Vocational programs offered in grades 10 through 12 are the most viable option for transition training in the Preparation Stage since they teach the skills and attitudes for which most employers are looking. Two types of vocational programs are available in this stage--pre-employment and cooperative. Both of these programs address the three skill areas: technical skills, employee skills, and independent living skills. The technical skills are taught either on the job (in a cooperative program) or in the lab/shop (in a pre-employment program), while the employee and independent living skills are generally taught in the classroom.

Units of Instruction - Job specific technical skills are vitally important in the Preparation Stage. These units will vary according to the career objective and vocational program in which students enroll. Many vocational programs can be modified to bring students to a desired level of preparation. For example, if students in auto mechanics class do not have the desire or ability to become a full service mechanic, they may elect to specialize in brake and hydraulic systems by concentrating on just those competencies. This would prepare them for immediate job placement and/or advanced training following high school. The other units of instruction listed on the model address employee skills and independent living skills. (See Appendix A for a complete list of transition skills.)

Strategies - The list of strategies in the Preparation Stage will keep the instructional program fresh, informative, entertaining and innovative. Note that some strategies are specifically designed for technical skills units, such as mock-ups and job sheets.

Community Resources - The list of resources becomes even more important in the Preparation Stage. Not only will these organizations or agencies provide input as guest speakers and counselors, but also many can provide contacts for part-time student employment during cooperative training or full-time employment after graduation.

IMPLEMENTATION STAGE

Introduction - During the Implementation Stage, the student actually moves from secondary school to work and independent living. Any skills necessary for employment and independent living that have not been learned must be addressed now. For students still needing transition training, three options remain. They are:

1. Limited support.
2. Partial support.
3. Full support.

Objectives - Students have completed the transition from school to work when certain objectives have been met. Not only should the student find full time employment, but also employment should prove to be successful and continual. Even if companies go out of business, lay off workers, terminate workers, or move to another city, students should still possess the skills to find and secure new employment. Students should be contributing members of the community. They should be able to maintain a dwelling, develop positive social relationships, and demonstrate economic responsibility. A critical skill area in the Implementation Stage is the ability to access community resources. These government and community organizations provide additional training or support to students with deficit skills.

Units of Instruction - The list of the Units of Instruction in the Implementation Stage is similar to the list in the Preparation Stage. Students may need to continue or review technical skill units. Some students may need to strengthen certain areas where skills are weak. Still others may have altogether missed some of the units of instruction from previous stages. (See Appendix A for a complete list of transition skills.)

Community Resources - Those students still requiring support are classified into three groups (limited, partial, and full). To serve each of these groups, a careful review of community resources in the Implementation Stage provided three listings. Each resource was selected on the basis of its appropriateness and type of support. On the model, those three listings are identified as:

1. Resources Available for Limited Support.
2. Resources Available for Partial Support.
3. Resources Available for Full Support.

SUMMARY

The Texas Transition Model identifies four stages of growth in which special needs learners move from school to work. During this time, the students develop a desired level of independence to live and work successfully on their own as productive members of their community. An outline of the transition process by stages is:

I. Awareness Stage - Students are introduced to occupations around them and responsibilities of adult life. Students develop elementary basic skills (reading, writing, math).

II. Exploration Stage - Students identify a career goal during this stage. They investigate occupations that appeal to them and experience activities included in those fields. On-going assessment records changes in career interests. Students develop pre-employment skills such as interviewing skills, completing an application form, etc. Basic skills are reinforced and developed.

III. Preparation Stage - Students learn technical skills for their identified career goal. In addition, job skills (employee relationships, communication, and independent living skills) are taught in the vocational classroom. Basic skills are reinforced and developed.

IV. Implementation Stage - The student enters immediate job placement or advanced training. Deficit skills are addressed through appropriate government and community organizations.

The flexibility of this model allows students freedom to pursue career goals and realize desired levels of independent living. Students are supported through each of these stages by parents, teachers, counselors, and local business and community resources. The overriding goal of the Texas Transition Model is to combine planning and support for a higher success rate for all of the special needs students in Texas.

APPENDIX A

Sample List of School to Work
Transition Skills

School to Work Transition Skills

A	E	P	I	
X	X	X	X	Communication Skills
X	X			Speak clearly and articulately using correct grammar
				Give or follow directions clearly and accurately
		X	X	Make accurate reports of observations
X				Communicate effectively by telephone
X				Interpret and/or request clarification of oral and written instructions and directions
	X			Judge the temperament, mood, and intent of others
	X			Interpret non verbal actions
	X			Criticize without degrading or belittling
X	X			Give or accept praise
	X			Accept and acknowledge criticism and rejection
		X	X	Demonstrate tact and poise when speaking in stressful situations
				Information Processing, Problem Solving and Decision-Making Skills
		X	X	Collect and organize data using libraries, business bureaus, civic and government organizations, professional and fraternal associations, and businesses
		X	X	Analyze information, define problems, and identify possible solutions and alternatives
		X	X	Reconcile conflicting demands and conflicts of interest

Key: A = Awareness
 E = Exploration
 P = Preparation
 I = Implementation/Continuing Education

A	E	P	I
	X		
		X	X
X	X		
		X	X
X	X	X	X
	X	X	
X	X	X	
X	X	X	
	X	X	
X	X	X	
X	X	X	
X	X	X	
X	X	X	
X	X	X	X
X	X	X	

Reading

Read and comprehend newspapers, magazines, reports and memorandums

Read and interpret advertisements, contracts, licenses, labels, directions, maps, catalogs, and signs

Writing

Write legibly, using correct grammar and spelling

Prepare business and personal letters

Computation

Perform basic numerical calculations (addition, subtraction, multiplication, and division) with whole numbers, fractions, and decimals

Use percentages, ratios, and proportions

Use metric measurements in calculations and conversions

Compare numerical values to determine ranges, averages, etc.

Interpret graphs, charts, and tables

Behavioral Characteristics

Demonstrate self-confidence, attentiveness, and cooperativeness

Be tactful, trustworthy, helpful, and considerate

Demonstrate a sense of humor

Demonstrate a respect for authority

Demonstrate a sense of responsibility

Demonstrate initiative, good judgment, and integrity

Demonstrate a positive self-concept

Demonstrate realistic expectations

A	E	P	I
X	X	X	
X	X	X	
X	X	X	
X	X	X	
X	X	X	
	X	X	
	X	X	X
	X	X	X
		X	X
	X	X	X
		X	X
		X	X

Present a neat, clean, and appropriate appearance

Respect the rights and property of others

Manage time effectively

Anticipate consequences of personal actions

React appropriately to aggressive behavior

Occupational Knowledge Factors

Identify occupations and professions through information sources and occupational and professional organizations

Evaluate occupational apprenticeships and other training opportunities

Investigate careers in government service including local, state, federal civil service occupations and active and reserve military programs

Evaluate education opportunities including college, vocational training, home-study programs, adult and life-long learning programs

Assess the occupational outlook for high school drop outs, high school and technical school graduates, and college graduates

Investigate the legal aspects of work including the social security system, unemployment and workmen's compensation, the rights and responsibilities of workers, safety and health regulations, work permits, and racial and sex equity in the work place

Demonstrate an understanding of the economics of employment including the production and consumption of goods and services, business profits and losses, competition and prices, supply and demand, the effects of credit on the economy, labor organizations, taxes, and government regulatory agencies.

A	E	P	I
X	X	X	X
	X	X	
	X	X	X
	X	X	X
	X	X	X
	X	X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X

Career Selection

Assess personal aptitudes, abilities, interests, values, and needs

Determine an occupational preference and make a career choice based on assessment of needs

Develop a career plan

Locating Job Openings

Investigate the services of employment agencies

Locate job openings through newspapers, personal contacts, and through direct contact with employers

Research Companies' Products, Services, and Personnel

Identify a prospective employer's products and services

Determine key contacts within a prospective employer's organization

Job Applications

Prepare letters of inquiry or application

Compile a list of references

Prepare application forms

Apply for a social security card, work permit, and licenses

Prepare a resume

Employment Tests

Determine which type of employment tests a prospective employer administers

Prepare for common types of employment tests

A	E	P	I
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
	X	X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X

Job Interviews

Demonstrate an attitude appropriate for a job interview

Discuss prior work experiences, and personal, character, and job references

Discuss personal aptitudes with respect to a prospective employer's requirements

Document and discuss all training and education relevant to job openings

Discuss wages and salaries with a prospective employer

Company Knowledge Factor

Describe an employer's management structure

Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefit, and company training

Demonstrate a knowledge of the employee's union, including its structure, dues, policies, mission, meetings and obligations

Identify company career paths

Demonstrate a knowledge of safety and emergency procedures, and on-site health care services

Demonstrate a knowledge of company rules and regulations such as grievance procedures, etc.

Demonstrate a knowledge of the procedures for requesting a raise

Employee Characteristics

Display motivation toward work

Adjust to changes in work conditions

A	E	P	I	
		X	X	Tactfully accept or decline overtime work requests
		X	X	Participate in work related social activities
		X	X	Work effectively without supervision or with limited supervision
X	X	X	X	Maintain a good work attendance record
X	X	X	X	Follow directions correctly and complete assigned tasks
X	X	X	X	Ask questions when confused
X	X	X	X	Demonstrate a willingness to improve personal capabilities and acquire new skills
		X	X	Be a productive employee
		X	X	Work effectively as a team member and get along with other employees
				Managing Personal Finances
		X	X	Identify, evaluate, and use the services of banks and credit unions, such as savings and checking accounts, direct deposit and automatic payment services, and financial counseling services
		X	X	Evaluate the methods and costs of borrowing money including types of loans, sources of loans, collateral, interest rates, installment contracts, and credit cards
		X	X	Prepare and maintain a budget
		X	X	Evaluate life insurance programs and policies
		X	X	Establish a credit record
				Maintaining a Residence
		X	X	Locate apartments and houses available for rent, lease, or purchase
		X	X	Read and interpret rental agreements and leases

A	E	P	I
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
		X	X
	X	X	X
		X	X
	X	X	X
		X	X

- Obtain renters or homeowners insurance
 - Obtain the services of utility companies
 - Calculate the cost of maintaining a residence
 - Be aware of the requirements and procedures for sub-leasing
 - Explain the rights and responsibilities of tenants
- Being a Wise Consumer**
- Select and purchase an automobile, furniture, and other personal property
 - Select and purchase automobile insurance
 - Identify deceptive advertising practices
 - Identify reputable and disreputable businesses
 - Explain the rights of a consumer including laws, contracts, repossessions, and small claims courts
 - Distinguish between civil and criminal charges
- Business Agreements**
- Locate, hire, or enter into agreements with attorneys, contractors, and other professionals or businessmen
 - Return defective merchandise to place of purchase
 - Interpret sale prices
 - Use comparison shopping techniques
 - Interpret unit pricing of food items
 - Identify prices which are fixed by law

A	E	P	I
		X	X
		X	X
		X	X
		X	X
		X	X
X	X	X	X
X	X	X	X
X	X	X	X
	X	X	X
		X	X
		X	X
		X	X

Recognize and report illegal business practices such as deceptive packaging, bait and switch tactics, failure to post prices, illegal sales, fraud, shoddy work, and unlicensed salespersons

Make mail order and catalog purchases

Recognize the pricing techniques by small businesses and tradespersons

Use newspapers and other sources to sell personal possessions

Personal Health and Safety

Select a personal physician and dentist

Maintain a proper diet

Exercise safety procedures in the home

Maintain physical fitness

Community Resources

Identify and describe community health related services such as home care, venereal disease, mental health, and alcohol and drug abuse services, etc.

Identify and describe community family related services including marital counseling, problem pregnancies, unfair treatment, children and youth, and nursing home services, etc.

Identify and describe community information services such as housing, education, consumer, library, and hot line services, etc.

Identify and describe community legal and financial counseling and law enforcement services

Identify and describe community services such as recreation, transportation, employment, and emergency services, etc.

A	E	P	I
	X	X	X
	X	X	X

Good Citizenship Practices

Discuss local, national, and world events

Assist other persons through participation in volunteer organizations

APPENDIX B

**Sample Curriculum Materials Related To
School to Work Transition Skills**

Transition From School To Work For Special Needs Learners Suggested Curriculum Material

In conjunction with the "Transition From School To Work For Special Needs Learners" project objectives, a number of curriculum materials were reviewed.

The list of curriculum materials provided in this section are not exhaustive, they are only samples of the available curriculum materials written on the subject of transition from school to work.

Teachers and curriculum developers are encouraged to capitalize on the list provided in this section by reviewing other curriculum materials that are not included in this list.

The specific objectives of this section are:

- 1 - To assist teachers with the process of implementing school to work transition skills in the classroom.
- 2 - To aid teachers in developing and/or utilizing curriculum material to suit the needs of their students.
- 3 - To provide the teachers with an opportunity to establish the link between the various model stages and the available curriculum materials.
- 4 - To increase teachers awareness of the available curriculum materials that target special needs learners.

As the majority of the listed curriculum materials are applicable to more than one model stage (e.g., awareness and exploration), they will be listed in alphabetical order according to author's name.

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adams, Elaine/Carrington, Dorcas/Jeffers, Carol/Whitfill, Barry

TITLE: Ennis - Texas Tag: Volume I: Teacher Handbook - Orientation

PUBLISHER: Project FIT, Commerce Public Schools, Commerce, Texas

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Company Knowledge Factors Job Application	Lecture Demonstration Guided practice Information sheets

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Health II: Teacher's Manual

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York
1979

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation Implementation</p>	<p>Personal health and safety Community resources</p>	<p>Lecture Films/tapes Role play Illustrations/posters Individual counseling Guest speaker</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level

TITLE: The APL Series: Coping in Today's Society: Occupational Knowledge:
Teacher's Manual

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York
1979

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Exploration Preparation Implementation	Career selection Locating job openings Job applications Job interviews Employee characteristics Occupational knowledge factors	Lecture Reading/writing tasks Class discussion Role play Guest speakers Student presentation Information sheets

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Health I: Teacher's Manual

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York
1979

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Preparation Exploration Implementation	Personal health and safety Community resources	Lecture Illustrated lecture Films/tapes Illustrations/posters Class discussion Guest speaker

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Community Resources: Teacher Kit

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Community Resources	Lecture Information sheets Essay

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Government and Law: Teacher's Kit

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Good Citizenship practices	Lecture Information sheets Reading/writing assignments Guest speakers Competitive games Student presentation

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Consumer Economics II: Teacher's Manual

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Managing Personal Finances	Lecture Guided practice Information sheets Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Adult Performance Level Project

TITLE: The APL Series: Coping in Today's Society: Consumer Economics I: Teacher Kit

PUBLISHER: Harcourt Brace Jovanovich, Inc.
New York

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Exploration	Being a Wise Consumer	Lecture Information sheet Role play Field Trips Competitive games

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Anema, Durlynn

TITLE: Get Hired: 13 Ways to Get a Job

PUBLISHER: Janus Book Publishers
Hayward, CA
1981

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation</p>	<p>Researching companies Locating job openings Job interviews</p>	<p>Lecture Role playing Discussion Information sheets</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Anema, Durlynn

TITLE: Don't Get Fired: 13 Ways to Hold Your Job

PUBLISHER: Janus Book Publishers
Hayward, CA
1981

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation	Employee characteristics	Lecture Information sheets Class discussion Role play

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Antill, Gene

TITLE: Marketing and D.E.: Curriculum Guide for Special Needs Students in
Pre-Employment Lab and D.E. I: General Marketing

PUBLISHER: Houston Independent School District
Houston, Texas
1980

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation</p>	<p>Communication Behavioral characteristics Computation</p>	<p>Lecture Class discussion Role play Illustrations, posters Information sheets</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Aquarius People Materials

TITLE: Money

PUBLISHER: Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

PRESENTATION MEDIUM: Diskette (Apple) and Documentation

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation Implementation</p>	<p>Managing Personal Finances</p>	<p>Lecture Job sheets Films/tapes Role play</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Aquarius People Materials

TITLE: How to Get and Hold a Job

PUBLISHER: Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

PRESENTATION MEDIUM: Diskette (Apple) and Documentation

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Locating Job Openings Job Interviews	Lecture Illustration/posters Films/tapes Class discussion Role play Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Aquarius People Materials

TITLE: Interviewing

PUBLISHER: Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

PRESENTATION MEDIUM: Diskette (Apple) and Documentation

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Job Interviews	Lecture Information sheets Films/tapes Role play Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Aquarius People Materials

TITLE: Reading an Advertisement

PUBLISHER: Aquarius
P O Box 128
Indian Rocks Beach, FL 33535

PRESENTATION MEDIUM: Diskette (Apple) and Documentation

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Being a Wise Consumer	Films/tapes Information sheets Competitive games Field trips Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Aquarius People Materials

TITLE: Tips on Buying A Used Car

PUBLISHER: Aquarius
P. O. Box 128
Indian Rocks Beach, FL 33535

PRESENTATION MEDIUM: Diskette (Apple) and Documentation

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Being a Wise Consumer	Films/tapes Information sheets Role play Field trips Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Boning, Richard A.

TITLE: Multiple Skills Series

PUBLISHER: Lowell and Lynwood, LTD.
958 Church Street
Baldwin, NY 11510

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Exploration	Reading	Reading groups Reading/writing task Partner reading

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Brenner, Margaret M./McMahon, William C./Paris, Kathleen A./Roche, Michael P.

TITLE: Life Skills Attitudes On the Job

PUBLISHER: Educational Design, Inc.
47 West 13th Street
New York, NY 10011

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Employee Characteristics Behavioral Characteristics	Lecture Reading/writing assignments Films/tapes Role play Class discussion Individual counseling

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Canario, Jack and Mathias, MariLynne

TITLE: Help! First Steps to First Aid

PUBLISHER: Janus Book Publishers
2501 Industrial Parkway West
Haywood, CA 94545

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation Implementation</p>	<p>Personal Health and Safety</p>	<p>Lecture Discussion Information sheets Illustrations/posters Guided practice Simulation</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Canario, Jack

TITLE: Be Ad-Wise: A Guide to Reading Ads

PUBLISHER: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Being a Wise Consumer	Lecture Illustration/posters Field trips

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Chan, Janis Fisher

TITLE: Getting Help: A Guide to Community Services

PUBLISHER: Janis Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Exploration Preparation Implementation</p>	<p>Community Resources</p>	<p>Lecture Information sheets Illustration/posters Guest speakers Field trips</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Chan, Janis Fisher

TITLE: Pay by Check: A Guide to Checking Accounts

PUBLISHER: Janus Book Publishers
2501 Industrial Parkway West
Hayward, CA 94545

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Maintaining Personal Finances	Lecture Information sheets Role play

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Keeping A Job

PUBLISHER: Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, California 93612

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Employee characteristics	Lecture Information sheets Films/tapes Role play

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Housing Needs

PUBLISHER: Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, California 93612

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Maintaining a residence	Lecture Information sheets Films/tapes Class discussion Role play Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Preparing a Budget

PUBLISHER: Clovis Adult School
914 Fourth Street
Clovis, CA 93612

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Managing Personal Finances	Lecture Guided practice Information sheets Role play

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Legal Rights When Arrested

PUBLISHER: Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, CA

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Good citizenship practices	Lecture Information sheets Illustration/posters Role play Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Clovis Adult School

TITLE: Job Application

PUBLISHER: Competency-Based Live-Ability Skills
Clovis Adult School
914 Fourth Street
Clovis, CA 93612

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation Implementation	Job Application	Lecture Guided practice Role play

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Hodgson, Karen A.

TITLE: Job Seeking Skills: A Curriculum and Guide

PUBLISHER: Vocational Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Preparation	Career selection Communication skills Locating job openings Job application Job interviews	Lecture Information sheets Films/tapes Role play Individual counseling Guided practice

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Income Tax Related Terms (Skill area No. 1.6 - Objective No. 1.6.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Exploration	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Handouts Games

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Completion of a W-4 Form (Skill area No. 1.6 - Objective No. 1.6.3)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Exploration	Managing Personal Finances	Lecture Illustrated lecture Handouts Games Guest speakers

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc

TITLE: Money Handling: Preparation of a Federal 1040 A Income Tax Return Form
(Skill area No. 1.6 - Objective No. 1.6.4)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
<p>Awareness Exploration</p>	<p>Managing Personal Finances</p>	<p>Lecture Illustrated lecture Handouts Guest speakers Games</p>

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Identification of the Alphabet Letters (Skill area No. 3.1 - Objective No. 3.1.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Exploration	Reading	Chalkboard talk Illustrated lecture Lecture Posters Reading/writing tasks

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Statement of the Alphabet Letters (Skill area No. 3.1 - Objective No. 3.1.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness Exploration	Reading	Lecture Illustrated lecture Reading/writing tasks Posters Chalkboard talk

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Proper Use of the Newspaper (Skill Area No.3.3-Objective 3.3.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Reading	Lecture Illustrated lecture Posters Reading groups Library assignments Reading/writing tasks

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill are 1.1 - Objective 1.1.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.3)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.4)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.5)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.6)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.7)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.8)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area 1.1 - Objective 1.1.9)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Arithmetic Skills (Skill area No. 1.1 - Objective No. 1.1.10)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Computation	Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Budgeting, Budget Related Terms (Skill area No.1.3 - Objective No 1.3.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard Talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Budgeting, Planning a Budget (Skill area No. 1.3 - Objective No. 1.3.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Checking Accounts Related Terms (Skill area No. 1.4 - Objective No. 1.4.1)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Checking Accounts Signature Cards (Skill area No. 1.4 - Objective No. 1.4.2)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Checking Accounts Deposit Slip (Skill area No. 1.4 - Objective No. 1.4.3)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Writing a Check (Skill area No. 1.4 - Objective No. 1.4.6)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54571

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

**THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS**

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Money Handling: Opening A Checking Account (Skill area No. 1.4 - Objective No. 1.4.8)

PUBLISHER: Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Managing Personal Finances	Lecture Illustrated lecture Chalkboard talk Games Handouts

THE TRANSITION FROM SCHOOL TO WORK
FOR SPECIAL NEEDS LEARNERS
SUGGESTED CURRICULUM MATERIALS

AUTHOR: Majic Valley Rehabilitation Services, Inc.

TITLE: Reading: Writing the Alphabet

PUBLISHER: Materials Development Center
Stout Vocational Institute
University of Wisconsin - Stout
Menomonie, WI 54751

PRESENTATION MEDIUM: Written

APPROPRIATE FOR THE FOLLOWING		
MODEL STAGE(S)	UNIT(S) OF INSTRUCTION	TEACHING STRATEGY
Awareness	Reading	Lecture Illustrated lecture Reading/writing tasks Posters Chalkboard talk

PRE-TEST - CHECKING

DEFINE THESE TERMS:

deposit-

withdrawal-

reconcile-

debit-

credit-

signature-

pay to the order of-

check register-

bank statement-

insufficient funds-

account balance-

IDENTIFY THE LABELED PARTS OF THIS CHECK:

(a) A. Student 1000 School Lane ph.555-1111 Big City, Texas 75000	(c) _____	(d) 3700 _____ 19__
(b) Pay to the order of _____		(e) \$ _____
(f) _____		_____ Dollars
For (g) _____	(h) _____	
(i) 311000077061 : 001 = ' -		

a. _____

b. _____

- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

WRITE CHECKS FOR THE FOLLOWING:

1. Superstore Grocery for \$56.21 on April 11
2. Video Mania for \$13.19 on April 26

A. Student	3700
1000 School Lane ph. 555-1111	19
Big City, Texas 75000	
Pay to the order of _____	\$ <input style="width: 50px;" type="text"/>
For _____	
187652340874*~908~	

A. Student	3701
1000 School Lane ph. 555-1111	19
Big City, Texas 75000	
Pay to the order of _____	\$ <input style="width: 50px;" type="text"/>
For _____	
187652340874*~908~	

BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES

- 1) a beginning balance of 325.50
- 2) the Superstore and Video Mania checks
- 3) deposit of 132.87 on April 5
- 4) automatic teller withdrawal of 100.00 on April 12

CODE OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		T ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								Pay't or Dep	Bal.
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	

**ANSWER SHEET
PRE-TEST CHECKING**

DEFINE THESE TERMS

deposit - money being added to a checking account

withdrawal - money being taken out of a checking account

reconcile - to settle or adjust a checking balance; that is add in all deposits and credits, subtract all withdrawals and debits, so that the balance reflects all business done with your bank during a specific period

debit - Any amount to be subtracted from your checking account- examples: checks written on your account, penalties, monthly service charges, automatic teller withdrawals

credit - Any amount to be added to your checking account - examples: deposits and interest

signature - the name of a person written by him/herself

pay to the order of - the name of a person or a business to whom you are paying money with a check

check register - the record of all transactions (business) done with your bank - this is the file kept in a checkbook on which you record your balance and all additions and subtractions made to that balance

bank statement - the monthly reporting that a bank sends to you, listing all additions and subtractions made to your account during the previous month

insufficient funds - you have written checks for more money than you had in your account

account balance - the amount of money you have in your account after all additions and subtractions have been made

**ANSWER SHEET
PRE-TEST CHECKING**

IDENTIFY THE LABELED PARTS OF THIS CHECK:

a	A. Student	c	d 3700
	1000 School Lane ph.555-1111	_____	19____
	Big City, Texas 75000		
b	Pay to the order of _____	e	\$ _____
f	_____		Dollars
	For _____	h	
i	① 311000077061 : 001 = ' -		

- a. The name and address of the person to whom the check belongs
- b. The name of the person or company who is receiving the money from the check.
- c. The date the check is written.
- d. The check number.
- e. The amount for which the check is written. This amount is written in numbers.
- f. The amount for which the check is written. This amount is written in words and must match the amount in e. above.
- g. The reason or purpose for which the check is written.
- h. The signature of the person writing the check.
- i. The micro-line used by the bank's computers.

ANSWER SHEET
PRE-TEST CHECKING

WRITE CHECKS FOR THE FOLLOWING:

1. Superstore Grocery for \$56.21 on April 11
2. Video Mania for \$13.19 on April 26

A. Student 1000 School Lane ph. 555-1111 Big City, Texas 75000	<u>April 11</u>	3700 <u>1988</u>
Pay to the order of <u>Superstore Grocery</u>		\$ <u>56.21</u>
<u>Fifty-six and 21/100</u>		DOLLARS
For <u>groceries</u>	<u>A. Student</u>	
⑆87652340874⑆=⑆908⑆		

A. Student 1000 School Lane ph. 555-1111 Big City, Texas 75000	<u>April 26</u>	3701 <u>1988</u>
Pay to the order of <u>Video Mania</u>		\$ <u>13.19</u>
<u>Thirteen and 19/100</u>		DOLLARS
For <u>Jack's birthday</u>	<u>A. Student</u>	
⑆87652340874⑆=⑆908⑆		

ANSWER SHEET
PRE-TEST CHECKING

BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES

- 1) a beginning balance of 325.50
- 2) the Superstore and Video Mania checks
- 3) deposit of 132.87 on April 5
- 4) automatic teller withdrawal of 100.00 on April 12

CODE OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		T ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								325 50	
	4/5	To DEPOSIT						Payt or Dep	132 87
		For						Bal	458 37
3700	4/11	To Superstore Grocery	56	21				Payt or Dep	56 21
		For						Bal	402 16
	4/12	To AUTO TELLER w/d	100	00				Payt or Dep	100 00
		For						Bal	302 16
3701	4/26	To VIDEO MANIA						Payt or Dep	13 19
		For	13	19				Bal	288 97
		To						Payt or Dep	
		For						Bal	
		To						Payt or Dep	
		For						Bal	
		To						Payt or Dep	
		For						Bal	

Information Sheet 1 - Checking

The following terms will be used frequently in handling a checking account:

deposit - money being added to a checking account

withdrawal - money being taken out of a checking account

reconcile - to settle or adjust a checking balance; that is add in all deposits and credits, subtract all withdrawals and debits, so that the balance reflects all business done with your bank during a specific period

debit - Any amount to be subtracted from your checking account- examples: checks written on your account, penalties, monthly service charges, automatic teller withdrawals

credit - Any amount to be added to your checking account - examples: deposits and interest

signature - the name of a person written by him/herself

pay to the order of - the name of a person or a business to whom you are paying money with a check

check register - the record of all transactions (business) done with your bank - this is the file kept in a checkbook on which you record your balance and all additions and subtractions made to that balance

bank statement - the monthly reporting that a bank sends to you, listing all additions and subtractions made to your account during the previous month

insufficient funds - you have written checks for more money than you had in your account

account balance - the amount of money you have in your account after all additions and subtractions have been made

PARTS OF A CHECK

(a) A. Student 1000 School Lane ph.555-1111 Big City, Texas 75000	(c) <u>April 10</u> 19 <u>88</u>	(d) 3700
(b) Pay to the order of <u>Spiffy Duds of America</u>	(e) \$ <u>49.90</u>	
(f) <u>Forty-nine and 90/100</u> Dollars		
(g) For <u>clothes</u>	(h) <u>A. Student</u>	
(i) ⑆ 311000077061 ⑆ 001 ⑆ -		

- This check belongs to a person named "A. Student" who lives at 1000 School Lane, in Big City, Texas 75000. A's phone number is 555-1111.
- A. is writing the check to "Spiffy Duds of America" (A. is purchasing some terrific clothes!)
- the date the check was written
- 3700 is the check number - this is the number A. will use in the check register to keep a record of what checks are used
- \$49.90 was the amount (written in numbers) paid to "Spiffy Duds of America"
- Forty-nine and 90/100 Dollars was the amount (written in words) paid to "Spiffy Duds of America" **THE AMOUNTS WRITTEN IN e and f must be the same**
- the reason or purpose for which check was written
- A. Student's signature
- the micro-line is used by the bank's computers

STUDENT ACTIVITY 1- CHECKING

MATCH THESE TERMS TO THEIR DEFINITIONS

- | | | |
|------------------------|-----------|--|
| a. account balance | _____ 1. | money being added to a checking account |
| b. deposit | _____ 2. | money being taken out of a checking account |
| c. insufficient funds | _____ 3. | to settle or adjust a checking account |
| d. signature | _____ 4. | any amount to be subtracted from a checking account (eg. a penalty) |
| e. check register | _____ 5. | any amount to be added to a checking account (eg. interest) |
| f. reconcile | _____ 6. | the name of a person written by him/herself |
| g. bank statement | _____ 7. | the name of the person or business who is receiving the money from a check |
| h. debit | _____ 8. | place to record a checking balance and to keep track of all additions and subtractions from an account |
| i. pay to the order of | _____ 9. | the monthly reporting a bank sends its checking account customers |
| j. credit | _____ 10. | caused by writing checks for a larger amount of money than is in a checking account |
| k. withdrawal | _____ 11. | the amount of money in a checking account |

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE

1. Grocery purchase at Food World for the amount of \$39.53 on April 6
2. Purchase medicine at Corner Drug Store for the amount of \$23.04 on April 6
3. Pay electric bill from Big Utility Inc. in the amount of \$63.32 on April 7
4. Pay All American Department Store credit card bill of \$18.90 on April 8

STUDENT ACTIVITY 1- CHECKING

MATCH THESE TERMS TO THEIR DEFINITIONS

- | | | |
|------------------------|----------|---|
| a. account balance | <u>b</u> | 1. money being added to a checking account |
| b. deposit | <u>k</u> | 2. money being taken out of a checking account |
| c. insufficient funds | <u>f</u> | 3. to settle or adjust a checking account |
| d. signature | <u>h</u> | 4. any amount to be subtracted from a checking account (eg. a penalty) |
| e. check register | <u>j</u> | 5. any amount to be added to a checking account (eg. interest) |
| f. reconcile | <u>d</u> | 6. the name of a person written by him/herself |
| g. bank statement | <u>i</u> | 7. the name of the person or business who is receiving the money from a check |
| h. debit | <u>e</u> | 8. place to record a checking balance and to keep track of all additions and subtractions from an account |
| i. pay to the order of | <u>g</u> | 9. the monthly reporting a bank sends its checking account customers |
| j. credit | <u>c</u> | 10. caused by writing checks for a larger amount of money than is in a checking account |
| k. withdrawal | <u>a</u> | 11. the amount of money in a checking account |

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE

1. Grocery purchase at Food World for the amount of \$39.53 on April 6
2. Purchase medicine at Corner Drug Store for the amount of \$23.04 on April 6
3. Pay electric bill from Big Utility Inc. in the amount of \$63.32 on April 7
4. Pay All American Department Store credit card bill of \$18.90 on April 8

A Student 3700
1000 School Lane ph 555-1111 April 6 1988
Big City, Texas 75000

Pay to the
order of Food World \$ 39.53
Thirty-nine and 53/100 DOLLARS
For groceries A. Student
187652340874*~908-

A. Student 3701
1000 School Lane ph. 555-1111 April 6 1988
Big City, Texas 75000

Pay to the
order of Corner Drug Store \$ 23.04
Twenty-three and 04/100 DOLLARS
For Rx A. Student
187652340874*~908-

A Student 3702
1000 School Lane ph. 555-1111 April 7 1988
Big City, Texas 75000

Pay to the
order of Big Utility Inc \$ 63.32
Sixty-three and 32/100 DOLLARS
For bill pmt A. Student
187652340874*~908-

A. Student 3703
1000 School Lane ph. 555-1111 April 8 1988
Big City, Texas 75000

Pay to the
order of All American Dept. Store \$ 18.90
Eighteen and 90/100 DOLLARS
For bill pmt A. Student
187652340874*~908-

STUDENT INFORMATION SHEET 2 - CHECKING

Deposits - Additions to your balance, example:
 putting your paycheck into your account

Withdrawals - Subtracting from your balance, example:
 paying your rent by check, taking the money out of your account

The following deposits and withdrawals will be made in our example checkbook register:

Check number 3701 paid rent to Fun City Apartments on April 10 275.00

Check number 3702 paid cable bill to Couch Potato Corp. on April 10 15.75

Deposit paycheck from Wonderful World of Work on April 15 375.00

Check number 3703 groceries Broccoli Mart on April 15 67.98

Deposit check from Ura Friend (repaying loan for concert ticket) on April 17 19.95

CHECK OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		1 ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								523	39
3701	4/10	To FUN CITY APARTMENTS	275	00				Pay't or Dep	275 00
		For RENT						Bal.	248 39
3702	4/10	To COUCH POTATO CORP.	15	75				Pay't or Dep	15 75
		For CABLE						Bal.	232 64
	4/15	To WOND. WORLD. WK					375 00	Pay't or Dep	375 00
		For PAYCHECK						Bal.	607 64
703	4/15	To BROCCOLI MART	67	98				Pay't or Dep	67 98
		For						Bal.	539 66
	4/17	To CK. FROM URA					19 95	Pay't or Dep	19 95
		For REPAY TICKET LOAN						Bal.	559 61
		To						Pay't or Dep	
		For						Bal.	

You must remember to make entries in your checkbook register concerning withdrawals made at automatic teller machines, monthly fees, automatic loan payments, as well as, credits such as direct paycheck deposits or interest on checking accounts.

STUDENT ACTIVITY SHEET 2 - CHECKING

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE:

1. "The Healthy Club" dues paid April 2 in amount of 24.37
2. Payment of 79.91 to Big Electric Company on April 2
3. Pay 59.90 to Jan Humm, M.D. on April 4
4. Pay 10.00 to Grocery Pharmacy on April 4

USE THE ABOVE CHECKS AND THE FOLLOWING INFORMATION TO BALANCE THE CHECKBOOK REGISTER:

1. On April 3 Gramma Goodie sent you birthday check for 50.00 (Deposit it! Quick before she changes her mind !)
2. Record an automatic loan payment of 125.50 on April 4
3. You deposit 300.00 from your paycheck on April 6
4. You have a beginning balance of 743.97

CODE OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		T ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								Pay't or Dep	Bal.
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	

A Student 3700
1000 School Lane ph 555-1111 19
Big City, Texas 75000

Pay to the
order of _____ | \$

For _____

187652340874*~908~

A. Student 3701
1000 School Lane ph. 555-1111 19
Big City, Texas 75000

Pay to the
order of _____ | \$

For _____

187652340874*~908~

A. Student 3702
1000 School Lane ph. 555-1111 19
Big City, Texas 75000

Pay to the
order of _____ | \$

For _____

187652340874*~908~

A. Student 3703
1000 School Lane ph. 555-1111 19
Big City, Texas 75000

Pay to the
order of _____ | \$

For _____

187652340874*~908~

STUDENT ACTIVITY SHEET 2 - CHECKING

USE THE FOLLOWING INFORMATION TO COMPLETE THE BLANK CHECKS ON THE NEXT PAGE:

1. "The Healthy Club" dues paid April 2 in amount of 24.37
2. Payment of 79.91 to Big Electric Company on April 2
3. Pay 59.90 to Jan Humm, M.D. on April 4
4. Pay 10.00 to Grocery Pharmacy on April 4

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2. Record an automatic loan payment of 125.50 on April 4
3. You deposit 300.00 from your paycheck on April 6
4. You have a beginning balance of 743.97

CODE OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		T ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								743	97
3700	4/2	To THE HEALTHY CLUB	24	37				Pay't or Dep	24 37
		For DUES						Bal.	719 60
3701	4/2	To BIG ELECTRIC Co.	79	91				Pay't or Dep	79 91
		For BILL						Bal.	639 69
	4/3	To DEPOSIT					50 00	Pay't or Dep	50 00
		For GRAMMA GOODIE						Bal.	689 69
3702	4/4	To JAN HUMM, M.D.	59	90				Pay't or Dep	59 90
		For OFFICE VISIT						Bal.	629 79
3703	4/4	To GROCERY PHARMACY	10	00				Pay't or Dep	10 00
		For MEDICINE						Bal.	619 79
	4/4	To LOAN PAYMENT	125	50				Pay't or Dep	125 50
		For						Bal.	494 29
	4/6	To DEPOSIT					300 00	Pay't or Dep	300 00
		For PAYCHECK						Bal.	794 29

A Student 3700
1000 School Lane ph 555-1111 April 2 1988
Big City, Texas 75000
Pay to the
order of The Healthy Club \$ 24.37
Twenty-four and 37/100 DOLLARS
For dues A Student
187652340874="908-

A. Student 3701
1000 School Lane ph. 555-1111 April 2 1988
Big City, Texas 75000
Pay to the
order of Big Electric Company \$ 79.91
Seventy-nine and 91/100 DOLLARS
For bill A Student
187652340874="908-

A. Student 3702
1000 School Lane ph. 555-1111 April 4 1988
Big City, Texas 75000
Pay to the
order of Jan Humm M.D. \$ 59.90
Fifty-nine and 90/100 DOLLARS
For _____ A Student
187652340874="908-

A Student 3703
1000 School Lane ph. 555-1111 April 4 1988
Big City, Texas 75000
Pay to the
order of Grocery Pharmacy \$ 10.00
Ten and 00/100 DOLLARS -
For _____ A Student
187652340874="908-

ANS. SHEET
POST-TEST - CHECKING

MATCH THESE TERMS TO THEIR DEFINITIONS

- | | | |
|------------------------|---|---|
| a. account balance | b | 1. money being added to a checking account |
| b. deposit | K | 2. money being taken out of a checking account |
| c. insufficient funds | f | 3. to settle or adjust a checking account |
| d. signature | h | 4. any amount to be subtracted from a checking account (eg. a penalty) |
| e. check register | j | 5. any amount to be added to a checking account (eg. interest) |
| f. reconcile | d | 6. the name of a person written by him/herself |
| g. bank statement | i | 7. the name of the person or business who is receiving the money from a check |
| h. debit | e | 8. place to record a checking balance and to keep track of all additions and subtractions from an account |
| i. pay to the order of | g | 9. the monthly reporting a bank sends its checking account customers |
| j. credit | c | 10. caused by writing checks for a larger amount of money than is in a checking account |
| k. withdrawal | a | 11. the amount of money in a checking account |

IDENTIFY THE LABELED PARTS OF THIS CHECK:

USE PRE-TEST ANS.

(b) A. Student 1000 School Lane ph.555-1111 Big City, Texas 75000	(c) _____ (d) 3700 _____ 19____
(b) Pay to the order of _____ (f) _____ Dollars	(e) \$ []
For (g) _____ (h) _____	
(i) ⑆31100007706⑆ 001⑆⑆⑆	

- a. _____
- b. _____

- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

WRITE CHECKS FOR THE FOLLOWING:

- 1. Superstore Grocery for \$56.21 on April 11
- 2. Video Mania for \$13.19 on April 26

A. Student	3700
1000 School Lane ph. 555-1111	_____19
Big City, Texas 75000	
Pay to the order of _____	\$ <input type="text"/>
For _____	_____
⑈87652340874⑈=⑈908⑈	

A. Student	3700
1000 School Lane ph. 555-1111	_____19
Big City, Texas 75000	
Pay to the order of _____	\$ <input type="text"/>
For _____	_____
⑈87652340874⑈=⑈908⑈	

USE PRE-TEST ANS.

BALANCE THE REGISTER - USE THE FOLLOWING ENTRIES

- 1) a beginning balance of 325.50
- 2) the Superstore and Video Mania checks
- 3) deposit of 132.87 on April 5
- 4) automatic teller withdrawal of 100.00 on April 12

CODE OR NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT OR FEE (-)		T ✓	DEPOSIT OR CREDIT (+)		BALANCE FORWARD	
								Pay't or Dep	Bal.
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	
		To						Pay't or Dep	
		For						Bal.	

TEACHER INFORMATION - MAP SKILLS

UNIT OBJECTIVE: Upon completion of this unit, the learner should be able to write directions and use a book-type map (example used is Mapsco) to locate specific sites.

UNIT DESCRIPTION: This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction (teacher)
Pre-Test (written test)

Tuesday: Terminology, compass points, writing directions
Students receive Information Sheet 1
Teacher talks through information sheet using transparency

Wednesday: Application of material in Information Sheet 1
Students complete Activity Sheet 1
Teacher talks through Activity Sheet 1 using transparency
Students self-correct Activity 1

New Topic: Using Book-type maps (Mapsco)
Students receive Information Sheet 2
Teacher talks through information sheet using transparency
Students receive Homework Sheet

Thursday: Review/correct homework
Teacher talks through homework using transparency

Unit Review
Teacher talks through Pre-Test using transparency
Students self-correct Pre-Test

Friday: Post-Test (written test)

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day this week talking about reading a map and writing directions. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's map unit and will let me know what you already know about map reading and writing directions.

MAP SKILLS

NOTICE:

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Pre-Test - Map Skills

Define or give examples for these terms:

Detour-

Exit-

Intersection-

Alternate route-

Legend-

Grid-

Label each arrow using these directions: North East South West









Use the map on the next page. Write directions:

From: grocery store

To: home

From: friend's house

To: gym

Use the Mapsco packet to answer the following questions:

You will find :

Red Coat Ln on Map___ Grid___

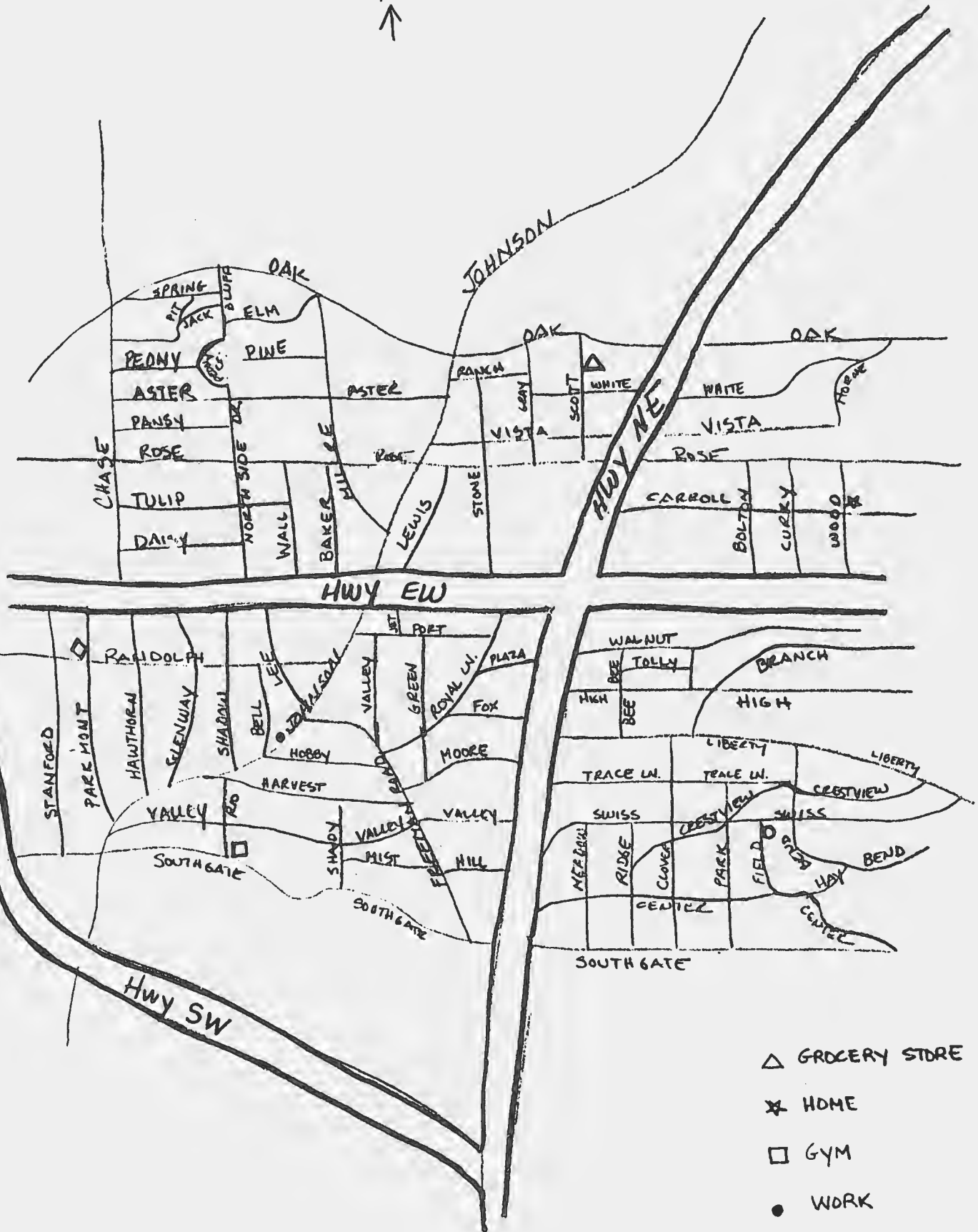
John Peter Smith Hospital on Map___ Grid___

June Dr. on Map___ Grid___

Write directions:

From: Katherine Dr.

To: Ken Michael Ct.



- △ GROCERY STORE
- * HOME
- GYM
- WORK
- FRIEND'S HOUSE
- ◇ SHOPPING MALL

Pre-Test - Map Skills

Define or give examples for these terms:

Detour- A change in the direct route, for example, if a road is closed for repairs, you will need to detour (use another road)

Exit- leave a freeway to travel on a street or road

Intersection- a place where streets or roads cross, for example this is the intersection of Pine Street and Nut Street

Alternate route-a way to get from one place to another that is not the usual or direct route, for example, you should plot alternate routes from home to work in case of traffic jams or road closings

Legend- an explanatory description on a map, for example, a legend might tell how many miles are represented by each inch on a map or it might explain what symbols used on the map stand for

Grid-sections or squares marked off on a map to help in locating specific streets

Label each arrow using these directions: North East South West

↓
SOUTH

↑
NORTH

→
EAST

←
WEST

Use the map on the next page. Write directions:

From: grocery store SOUTH (LEFT) ON SCOTT
To: home EAST (LEFT) ON ROSE
 SOUTH (RIGHT) ON WOOD

From: friend's house SOUTH (LEFT) ON FIELD
To: gym WEST (RIGHT) ON CENTER
 SOUTH (LEFT) PARK
 WEST (RIGHT) ON SOUTHGATE

Use the Mapsco packet to answer the following questions:

You will find :

Red Coat Ln on Map 111 Grid E

John Peter Smith Hospital on Map 77 Grid J

June Dr. on Map 73 Grid C

Write directions:

From: Katherine Dr. **NORTH ON KATHERINE DR.**

To: Ken Michael Ct. **EAST ON CORONA**

SOUTH ON VANCE

EAST ON RIVIERA

SOUTH ON KEN MICHAEL

Major Buildings

Argyle
City Hall — State Hwy 377 & Denton St — 76226 — Map 446:5

Arlington
1250 Copeland Tower — 1250 F. Copeland Rd. — 76011 — 68Y
Aetna Bldg — 700 Highlander Blvd W — 76015 — 96M
Broadfork Tower — 2221 E. Lamar Blvd — 76006 — Map 70W
Centerspoint Four — 2401 E. Randol Mill Rd — 76011 — 84A
Centerspoint Three — 600 Six Flags Dr — 76011 — Map 84A
Chamber of Commerce — 316 W. Main St — 76010 — Map 83J
City Hall — 101 W. Abram St — 76010 — Map 83J
County Government Center — 724 E. Border St — 76010 — Map 83K
Lincoln Tower — 1250 Copeland Rd. — 76011 — 69Y
HSBank-Arlington — 1301 S. Bowen Rd. — 76013 — Map 81R
Parkway Central Plaza Bldg A — 611 Ryan Plaza Dr — 76011 — Map 69W
Plaza Dal Sol — 1226 Corporate Dr — 76006 — Map 70S
Slymarks Towers — 1521 N. Cooper & I.H. 30 — 76011 — Map 68Z
Texas Commerce Bank Tower — 500 E. Border St — 76010 — Map 82Z
U.S. Post Office — 300 E. South St — 76010 — Map 83J
Westgate Plaza — 2008 E. Randol Mill Rd — 76011 — Map 83D

Aze
Chamber of Commerce — 137 W. Main St — 76020 — Map 29F
City Hall — 513 Southeast Pkwy — 76020 — Map 29C
U.S. Post Office — 133 E. Main St — 76020 — Map 29F

Bartonville
City Hall — 134-B Jeter Rd — 76226 — Map 547W

Bedford
Bedford Place I — 1901 Central Dr — 76021 — Map 54K
Chamber of Commerce(Hurst-Eulesa-Bedford) — 1900 Airport Fwy — 76022 — Map 54J
City Hall — 2000 Forest Ridge Dr — 76021 — Map 54E
U.S. Post Office — 2124 L. Don Dodson Dr — 76021 — Map 54F

Benbrook
City Hall — 911 Winscott Rd — 76126 — Map 87L
U.S. Post Office — 9500 Hwy 377 South — 76126 — Map 87N

Blue Mound
City Hall — 1600 Bell Ave — 76131 — Map 34Z

Burleson
Chamber of Commerce — 1044 S. W. Walshe Blvd — 76028 — Map 118A-L
City Hall — 141 W. Florento St — 76028 — Map 119A-A
U.S. Post Office — 232 SW Johnson Ave — 76028 — Map 119A-A

Colleyville
Chamber of Commerce — 6610 Colleyville Blvd — Map 40A
City Hall — 401 Oak Valley Dr — 76034 — Map 39L
U.S. Post Office — 5310 Pleasant Run Rd — 76034 — Map 39M

Copper Canyon
City Hall — 400 Woodland Dr — 75067 — Map 548L

Corinth
Chamber of Commerce (Lake Dallas) — See Lake Dallas
City Hall — 2001 S. Conith Rd — 76206 — Map 449F

Crowley
Chamber of Commerce — 120 S. Tarrant St — 76036 — Map 118J
City Hall — 120 N. Hampton Rd — 76036 — Map 118K
U.S. Post Office — 200 S. Crowley Rd — 76036 — Map 118K

Dalworthington Gardens
City Hall — 2600 Roosevelt Dr — 76016 — Map 95D

Denton
Chamber of Commerce — 414 Parkway — 76201 — Map 247X
City Hall — 215 E. McKinney St — 76201 — Map 247X
U.S. Post Office — 101 E. McKinney — 76201 — Map 247X

Double Oaks
City Hall — 225 Double Oaks Dr — 75067 — Map 547Z

Edgecliff Village
City Hall — 1605 Edgecliff Rd — 76134 — Map 30U

Eulesa
Chamber of Commerce(Hurst-Bedford-Eulesa) — See Bedford
City Hall — 201 N. Ector Dr — 76039 — Map 55L
U.S. Post Office — 210 N. Ector Dr — 76039 — Map 55L

Everman
City Hall — 212 N. Race St — 76140 — Map 106J
U.S. Post Office — 1901 Everman Pkwy — 76140 — Map 106R

Flower Mound
Chamber of Commerce — 3353 Long Prairie Rd — 75028 — Map 649N
City Hall — 2121 Cross Timbers Rd — 75028 — Map 649P

Forest Hill
City Hall — 6900 Forest Hill Dr — 76140 — Map 92Y

Fort Worth
410 West 7th Bldg — 410 W. 7th St — 76102 — Map 76D
820 Hulen Towers — 4100 International Plaza — 76109 — Map 89E
Amor Carter Museum of Western Art — 3501 Camp Bowie Blvd — 76107 — Map 76A
Chamber of Commerce — 100 E. 15th St — 76102 — Map 77A
City Center Tower II — 301 Commerce St — 76102 — Map 63W
City Hall — See Fort Worth Municipal Bldg
Commerce Bldg — 307 W. 7th St — 76102 — Map 77A
Continental Life — 714 Main St — 76102 — Map 77A
Continental Plaza — 777 Main St — 76102 — Map 77A
Crossroads Plaza — 6410 Southwest Blvd — 76116 — Map 89B
Electric Service Bldg — 117 W. 7th St — 76102 — Map 77A
Empire of America — 1800 W. 7th St — 76102 — Map 79C
Federal Office Bldg — 811 Taylor St — 76102 — Map 76U
First Republic Bank Bldg — 500 W. 7th St — 76102 — Map 78D
Fort Worth Art Museum — 1309 Montgomery St — 76107 — Map 75D
Fort Worth Bank & Trust — 2001 Beach St — 76103 — Map 78A
Fort Worth Center — 307-309 W. 7th St — 76102 — Map 77A
Fort Worth Club Bldg — 306 W. 7th St — 76102 — Map 77A
Fort Worth Club Tower — 777 Taylor St — 76102 — Map 76D
Fort Worth Municipal Bldg — 1000 Throckmorton — 76102 — Map 77A
Fort Worth Museum of Science & History — 1501 Montgomery St — 76107 — Map 75D

Fort Worth Public Library — 300 Taylor St — 76102 — Map 62Z
Hulen Towers Office Complex — 3840 S. Hulen St — 76109 — Map 88B
International Tower — 801 Cherry St — 76102 — Map 76D
International Plaza — 4055 International Plaza — 76109 — Map 88E
Kimbell Art Museum — 1101 Will Rogers Rd. W — 76107 — Map 76A
Nassiri & Nassiri Bus. Park — 2501 Gravel Rd — Map 88E
Oil & Gas — 308 W. 7th St — 76102 — Map 77A
Overton Park National Bank — 4200 S. Hulen St — 76109 — Map 88K
Park Plaza — 2501 Parkview Dr — 76102 — Map 76F
Ridgeman Centre — 6500 W. Freeway — 76116 — Map 74F
Ridgeman Bank Bldg — 6300 Ridgeway Pl — 76116 — Map 74Q
River Plaza National Bank — 1701 River Run — 76107 — Map 76N
Sunbelt Office Park — N 1200 & S 1300 Summit Ave — 76102 — Map 79C
Tandy Center — Taylor, Throckmorton St & 3rd St — 76102 — Map 62Z
Tarrant County Convention Center — 1111 Houston St — 76102 — Map 77A
Tarrant County Courthouse — 100 E. Weatherford St — 76102 — Map 62Z
Tarrant County Criminal Courts & Jail — 300 W. Belnap St — 76102 — Map 62Z
Texas American Bank/Fort Worth — 500 Throckmorton St — 76102 — Map 63W
Texas Bldg, The — 200 W. 7th St — 76102 — Map 77A
T & P Renaissance Plaza — 1800 Throckmorton — 76102 — Map 77A
Texas & Pacific Bldg — 221 W. Lancaster Ave — 76102 — Map 77A
U.S. Courthouse — 501 W. 10th St — 76102 — Map 77A
U.S. Post Office — 4600 Mark IV Pkwy — 76161 — Map 49P
University Centre — 1300 S. University Dr — 76107 — Map 76J
Weslaco Plaza — 550 Bailey Ave — 76107 — Map 62W
Will Rogers Memorial Center — 3301 W. Lancaster Ave — 76107 — Map 76A
W.T. Waggoner — 810 Houston St — 76102 — Map 77A

Grand Prairie
R & B Corporate Park DFW — 2100 Hwy 360 — 75050 — Map 70K
Riverside Bldg XXX — 2505 Hwy 360 — 75006 — Map 70F

Grapevine
Chamber of Commerce — 417 E. Dallas Rd — 76051 — Map 26N
City Hall — 413 Main St — 76051 — Map 27M
Municipal Court — 307 W. Dallas Rd — 76051 — Map 27R
U.S. Post Office — 1251 William D. Tate Ave — 76051 — Map 27Q

Haltom City
Chamber of Commerce(Haltom-Richland Hills Area) — 5001 Denton Hwy — 76117 — Map 50M
City Hall — 5024 Broadway Ave — 76117 — Map 50Y
U.S. Post Office — 5709 Broadway Ave — 76117 — Map 50Z

Haslet
City Hall — Main St & State Hwy 156 — 76052 — Map 6Q
U.S. Post Office — Hwy 156 — 76052 — Map 6Q

Highland Village
City Hall — 948 Highland Village Rd — 75067 — Map 548L

Hurst
Chamber of Commerce(Hurst-Bedford-Eulesa) — See Bedford
City Hall — 1505 Precinct Line Rd — 76054 — Map 52H
County Government Center — 845 Grapevine Hwy — 76054 — Map 52W
Harris Bldgs Ull & III — 235 E. IH 820 N. — 76053 — Map 52T
U.S. Post Office — 825 Precinct Line Rd — 76053 — Map 52R

Keller
Chamber of Commerce — 102-B Navajo Dr — 76248 — Map 23P
City Hall — 158 S. Main St — 76248 — Map 23J
U.S. Post Office — 122 E. Vine St — 76248 — Map 23J

Kennedale
Chamber of Commerce — 209 N. New Hope Rd — 76060 — Map 107D
City Hall — 209 N. New Hope Rd — 76060 — Map 107D
U.S. Post Office — 200 E. Mansfield Hwy — 76060 — Map 107D

Lakeview
City Hall — Confederate Park Rd — 76135 — Map 44Q

Lake Worth
City Hall — 6720 Telephone Rd — 76135 — Map 46S
County Government Center — 6713 Telephone Rd — 76135 — Map 46S
U.S. Post Office — 6316 Lake Worth Blvd — 76135 — Map 46X

Mansfield
Chamber of Commerce — 1305 E. Broad St — 76063 — Map 124U
City Hall — 1305 E. Broad St — 76063 — Map 124U
U.S. Post Office — 301 S. Main St — 76063 — Map 124S

Newark
City Hall — FM Rd 718 — 76071 — Map 2D
U.S. Post Office — Hwy 718 — 76071 — Map 2D

North Richland Hills
Chamber of Commerce(Haltom-Richland Hills Area) — See Haltom City
City Hall — 7301 N.E. Loop 820 — 76180 — Map 51M
Texas Commerce Bank Bldg — 860 N. Airport Fwy — 76180 — Map 52L
U.S. Post Office — 7800 Bedford Eulesa Rd — 76180 — Map 52K

Partego
City Hall — 1614 S. Bowen Rd — 76013 — Map 81V
U.S. Post Office — 1114 S. Bowen Rd — 76013 — Map 81M

Pelican Bay
City Hall — 1300 Pelican Cir — 76020 — Map 15V

Reno
City Hall — FM 1542 — 76020 — Map 15A-F

Richland Hills
Chamber of Commerce(Haltom-Richland Hills Area) — See Haltom City
City Hall — 3200 Dairs Dr — 76118 — Map 51Y

River Oaks
City Hall — 4900 River Oaks Blvd — 76114 — Map 61K
U.S. Post Office — 1008 Roberts Cut-off Rd — 76114 — Map 61N

Roanoke
City Hall — 201 Bowie St — 76262 — Map 9H
U.S. Post Office — N Oak St — 76262 — Map 9D

Saginaw
Chamber of Commerce — 736 S. Saginaw Blvd — 76179 — Map 48A
City Hall — 333 W. McLeroy Blvd — 76179 — Map 34X
U.S. Post Office — 101 S. Belmont St — 76179 — Map 34W

Sanctuary
City Hall — 316 Ash Creek Dr — 76020 — Map 15A-W

Sansom Park
City Hall — 5500 Buchanan St — 76114 — Map 47W

Southlake
Chamber of Commerce — 1900 Northwest Pkwy — Map 11Z
City Hall — 667 N. Carroll Ave — 76092 — Map 26F

Trophy Club
City Hall — 100 Municipal Dr — 76262 — Map 10-H

Watauga
Chamber of Commerce — 5001 Denton Hwy — 76117 — Map 50M
City Hall — 7101 Whitley Rd — 76148 — Map 37N

Westlake
City Hall — 501 Dove Rd — 76262 — Map 10Q

Westover Hills
City Hall — 5824 Merrymount Rd — 76107 — Map 74H

Westworth Village
City Hall — 311 Burton Hill Rd — 76114 — Map 60Z

White Settlement
Chamber of Commerce — 8650 White Settlement Rd — 76108 — 59X
City Hall — 214 Meadow Park Dr — 76108 — Map 59Y
U.S. Post Office — 635 S. Cherry Ln — 76108 — Map 58Y

Emergency Medical Facilities

Arlington
Arlington Memorial Hospital — 800 W. Randol Mill Rd — 76012 — Map 62D
South Arlington Medical Center (HCA) — 3301 Matlock Rd — 76014 — Map 69H

Aze
Harris Hospital EMASH — 108 Denver Trail — 76020 — Map 28L

Bedford
Harris Hospital HEB — 1600 Hospital Pkwy — 76022 — Map 54L
Northwest Community Hospital — 1301 Airport Fwy — 76021 — Map 54J

Denton
Denton Community Hospital (AMH) — 207 N. Bonnie Bras St — 76201 — Map 246Y
Denton Regional Medical Center — 4405 N. IH 35 — 76201 — Map 246P
Frost Memorial Hospital — 1310 Scripture St — 76201 — Map 247W

Fort Worth
All Saints Episcopal Hospital — 1400 8th Ave — 76104 — Map 76L
All Saints Hospital-Cityview — 7100 Oakmont Blvd — 76132 — Map 88U
Continental Boulevard Hospital — 3705 Camp Bowie Blvd — 76107 — Map 74M
Continental Hospital North — 2100 State Hwy 183, NW — 76106 — Map 61H
Cook Childrens Hospital — 1212 W. Lancaster Ave — 76102 — Map 76D
Fort Worth Childrens Hospital — 1400 Cooper St — 76104 — Map 76G
Fort Worth Osteopathic Medical Center — 1000 Montgomery St — 76107 — Map 75D
Harris Hospital-Methodist — 1301 Penney Avenue Ave — 76104 — Map 76H
Harris Methodist Hospital SW — 6100 Harris Pkwy — 76132 — Map 88Y
HCA Medical Plaza Hospital — 1612 W. Humbolt — 76104 — Map 76I
Huguley Memorial Hospital — 11801 South Fwy — 76115 — Map 119F
John Peter Smith Hospital — 1500 S. Main St — 76104 — Map 77J
St. Joseph Hospital — 1401 S. Main St — 76104 — Map 77J
U.S. Air Force Regional Hospital — Carswell AFB — 76127 — Map 80L

Grand Prairie
DFW Medical Center — 2709 Hospital Blvd — 75051 — Map 84L

Grapevine
Grapevine Medical Center — 1650 W. College St — 76051 — Map 27K

Haltom City
Twin Oaks Medical Center — 2919 Marium Dr — 76117 — Map 64C

Mansfield
H.C.A. Mansfield Hospital — 1802 Hwy 157, N — 76063 — Map 124A

North Richland Hills
North Hills Medical Center — 4401 Booth Calloway Rd — 76118 — Map 52H

White Settlement
Continental Hospital Suburban — 701 S. Cherry Ln — 76108 — Map 59Z

Public Schools

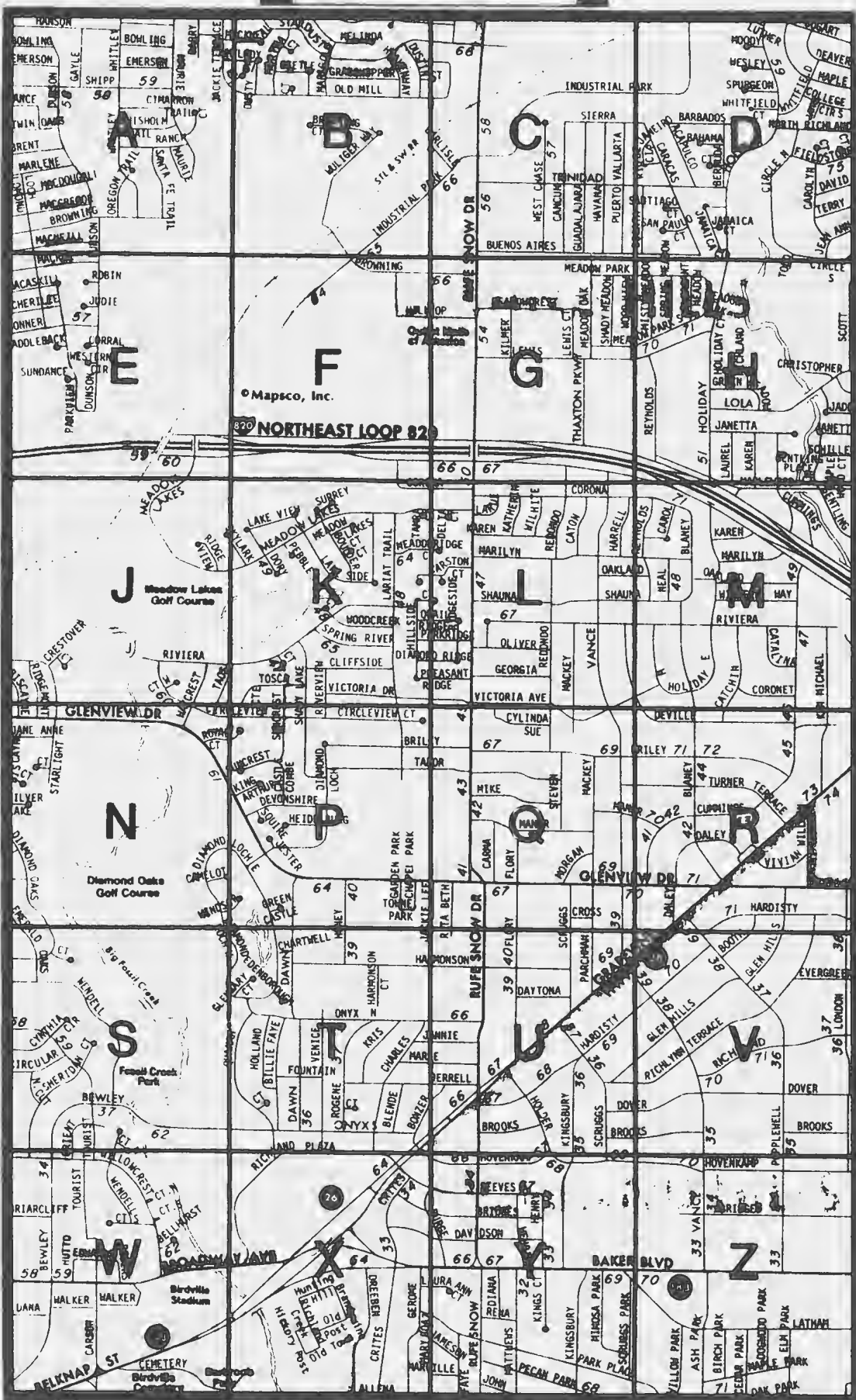
Argyle School District
Argyle Elem — Eagle Dr & Front St — 76228 — Map 446S

STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK
J. R. Hawkins Rd	106M	76017	5300W-5699W	Karen Ct	07E	76014	3400S-3499S	Kell Dr	80L	76112	7400-7799
Arlington		76017	6900S-6999S	Arlington		76014	100W-199W	E fr 2900 Sandy Ln	80A	76109	3500-3699
J. T. Luther Dr	80G	76115	1800-2099	Karen Ct	54A	76021	2900-2999	N fr 3400 South Hills Ave	87Q	76126	800-1099
3 E of 4200 McCart Ave				Bedford				Keller Ave			
J. T. Ottlinger Rd	23M	76248	100-599	Karen Ct	87R	76126	1100-1199	Bedbrook			
Keller	24E	76248	600-1399	Bedbrook				Keller Heasel Rd			
Unincorporated Tarrant County	10T	76262	None	Karen Ct	51H	76180	5100-5199	Fort Worth	8S	76248	None
Juanita Dr	82T	76013	1400-2199	North Richland Hills	51M	76180	6700-6799	Heasel	8R	76052	None
Arlington				Karen Ln	58R	76040	7200-7399	Unincorporated Tarrant County	7N	76052	None
Juanita St	63U	76111	300-499	Eules			100-199	Unincorporated Tarrant County	86	76262	None
N fr 2400 E Belknap St				Karen Ln	46S	76135	4200-4299		8X	76248	None
Judith Trail	97D	76014	1800E-1999E	Lake Worth				Keller Hicks Rd			
Arlington			2700S-2799S	Karen Ln	37W	76148	6000-6099	Fort Worth	21M	76052	3500-3699
Judd St	77T	76104	700-1199	Watauga					22L	76248	3700-4899
E fr 2700 South Frwy			1300-1899	Karen St	73L	76116	3100-3299	Unincorporated...Tarrant County	21F	76052	2500-3499
E & W fr 2700 S Hverside Dr				1 W of 3200 Cherry Ln					22L	76248	3700-4899
Judd St	59W	76108	200N-599S	Karina	348Q	76205	None	Keller Smithfield Rd	24J	76248	4900-6399
White Settlement				Denton				Keller	24S	76248	100N-589N
Judge Island Rd	24D	76242	1-99	Karla Dr	88Z	76132	6100-6199	Keller Heasel Rd	24S	76248	101S-139S
Keller				S of 6500 Oakmont Blvd				Kelley Ct	18N	76020	1500-1599
Judith Ct	51E	76148	5700-5799	Karla Dr	53J	76053	1000-1499	Pelican Bay			
Haltom City				Hurst				Kelley Dr	106M	76140	1400-1099
Judith St	119A-J	76028	500-899	Karnas	648M	75028	3200-3299	Everman			
Burleson				Flower Mound				Kelley St	92G	76119	3300E-3590E
Judith Wiley	36X	76137	4100-4299	Karnes St	63R	76111	400-1199	W fr 5000 Shackelford St			
Haltom City				N & S fr 3500 E Belknap St				3 S of 4200 Martin Ave	92H	76119	4200E-4299E
Judith St	63Y	76111	300N-699S	Kary Lynn Dr E	37P	76148	7200-7299	1 S of 4600 Martin Ave	93E	76119	4300E-4500E
N & S fr 2600 E 4th St				Watauga				E & W fr 4300 Hemphill	91J	76115	100W-999W
Judy Ave	87P	76126	1100-1199	Kary Lynn Dr M	37P	76148	6400-6499	Kelly Cir	98R	76040	1-199
Bonbrook				Watauga				Eules			
Judy Ct	37N	76148	6100-6199	Kary Lynn Dr S	37P	76148	5900-6599	Kelly Ct	88R	76112	400-599
Watauga				Kato Ct	23Q	76248	200-399	N fr 7500 Lowery Rd	77M	76104	1900-1999
Judy Dr	37N	76148	5900-6099	Kato St	58N	76108	8800-8899	Kelly St			
Watauga				White Settlement				2 N of 1900 E Maddox Ave			
Judy Ln	79E	76103	4600-4699	Kato St S	58N	76108	500-899	Kelly Elliott Rd	95J	76016	4200-4299
3 S of 4600 E Lancaster Ave				White Settlement				Arlington	96S	76017	4300-5899
Judy Lynn Dr	87F	76014	1000E-1099E	Kathy Ln	96Z	76017	5500-5599	Kelly Glenn Ln	100A	76017	5900-6599
Arlington			3300S-3399S	Arlington				Arlington	96X	76017	4100-4299
Julia Ct	648H	75067	500-599	Katharine Dr	51L	76180	4900-4999	Kelly Hill Dr	95S	76017	5200S-5299S
Kelleyville				North Richland Hills				Arlington			4300W-4399W
Julia Dr	53A	76054	600-699	Katharine Ln	94S	76017	5000-5099	Kelly Portina Rd	95L	76016	3600-4299
Hurst				Arlington				Arlington	95P	76017	4300-5599
Julia Ave	73L	76116	8000-8199	Kathay Dr	96R	76017	4200-4499	Kelly Terrace	83T	76010	500E-899E
5 N of 8000 Darkhead Hwy				Arlington				Arlington			1400S-1899S
Julia Dr	117L	76036	100-499	Kathay Dr	41Q	76039	2900-3099	Kelley St	92M	76119	3900-4399
Crowley				Kathay Dr	54A	76021	2900-2999	1 N of 3200 Mansfield Hwy			
Julia Ann Dr	39S	76054	2700-2799	Kathay Dr	52U	76053	1100-1399	Kelley St	40H	76051	3600-4099
Hurst				Kathay Dr	52U	76053	1100-1399	Kelley Ln	89P	76017	4500-4899
Juliet Pl	53F	76054	1400-1599	Kathay Dr	87H	76126	1100-1199	Arlington			
Hurst				Kathay Dr	107H	76119	300-399	Kelley Ln	104F	76133	2500-2599
Jura Dr	73C	76108	400-899	Kathay Dr	28A	76051	None	4 N of 2500 Sycamore School Rd			
White Settlement				Kathay Dr	48M	76135	None	Kelley Ave	88Z	76133	3100-3899
Jurasa Ct	74B	76116	1300-1399	Kathay Dr	37K	76148	7700-7899	E & W fr 8000 Vega Dr			
W of 1300 Ridgmar Blvd				Kathay Dr	118E	76036	None	Kembla Ct	95X	76103	1600-1699
Jurgen Dr	74C	76116	6200-6499	Kathay Dr	81L	76114	1100-1199	N of 4500 Meadowbrook Dr			
Hurst				Kathay Dr	50Y	76117	3300-3799	Kembla St	95W	76103	4500-5099
Juliet Pl	53F	76054	1400-1599	Kathay Dr	23E	76248	600-1399	N of 4500 Meadowbrook Dr			
Hurst				Kathay Dr	78P	76105	5100-5199	Kemp Ct	124B	76083	400-499
Jura Dr	73C	76108	400-899	Kathay Dr	94L	76016	5800-5899	Mansfield			
White Settlement				Kathay Dr	47W	76114	2900-3599	Kemp Ln	97Y	76018	5200-5299
Jurasa Ct	74B	76116	1300-1399	Kathay Dr	53G	76054	100-199	Arlington	67A	76118	9200-9299
W of 1300 Ridgmar Blvd				Kathay Dr	83L	76119	5300-5499	N fr 2900 Precinct Line Rd			
Jurgen Dr	74C	76116	6200-6499	Kathay Dr	93Q	76119	5800-5799	Kemper Ave	118K	76036	500-899
Hurst				Kathay Dr	34W	76179	100-399	Crowley			
Juneberry St	36S	76137	4000-4199	Kathay Dr	80V	76114	100-199	Kemper Dr	124H	76063	900-899
W fr 7200 Whitewood Dr				Kathay Dr	247R	76201	2000-2499	Mansfield			
Jura Evening Dr	110R	76017	7400-7499	Kathay Dr	124T	76063	200-1099	Kemp Rd	108A	76017	8000-8299
Arlington				Kathay Dr	92D	76119	4500-4799	Arlington			
Juniper Ct	40L	76034	5400-5499	Kathay Dr	64E	76111	3700-4099	Kemp St	124D	76063	1400-1499
Colleyville				Kathay Dr	61D	76106	1900-3799	Arlington			
Juniper Dr	96V	76018	100-499	Kathay Dr	94V	76017	5000-5199	Kemp St	73C	76108	8100-8899
Arlington				Kathay Dr	110M	76017	6700-6899	White Settlement			
Juniper Dr	41Q	76039	2600-2699	Kathay Dr	29D	76020	600-699	Kemp St	346H	76201	900-1099
Eules				Kathay Dr	79P	76105	2000-2099	Denton			1100-2399
Juniper Dr	38P	76180	8300-8399	Kathay Dr	118E	76036	None	Kendra Ln	38E	76180	7900-8099
North Richland Hills				Kathay Dr	83Q	76119	5300-5499	North Richland Hills			
Juniper Ln	87M	76126	1200-1399	Kathay Dr	83Q	76119	5800-5799	Kentworth Dr	108C	76017	3200W-3299W
Bonbrook				Kathay Dr	34W	76179	100-399	Arlington			8000S-8198S
Juniper Ln	649D	75067	1800-1899	Kathay Dr	80V	76114	100-199	Kentworth Dr	75P	76107	1600-4199
Lewisville				Kathay Dr	80V	76114	100-199	Kentworth Dr			
Juniper St	648D	75028	3400-3599	Kathay Dr	247R	76201	2000-2499	Kentworth Dr			
Flower Mound				Kathay Dr	124T	76063	200-1099	Kentworth Dr			
Juniper St	64G	76117	2300-2399	Kathay Dr	92D	76119	4500-4799	Kentworth Dr			
Haltom City				Kathay Dr	64E	76111	3700-4099	Kentworth Dr			
Juniper St	124U	76063	100-299	Kathay Dr	61D	76106	1900-3799	Kentworth Dr			
Mansfield				Kathay Dr	94V	76017	5000-5199	Kentworth Dr			
Junius St	79A	76103	1800-2299	Kathay Dr	110M	76017	6700-6899	Kentworth Dr			
N fr 4800 Meadowbrook Dr				Kathay Dr	29D	76020	600-699	Kentworth Dr			
June Ln	247D	76201	500-799	Kathay Dr	79P	76105	2000-2099	Kentworth Dr			
Denton				Kathay Dr	83Q	76119	5300-5499	Kentworth Dr			
Junon Ct	31V	76179	None	Kathay Dr	83Q	76119	5800-5799	Kentworth Dr			
Unincorporated Tarrant County				Kathay Dr	34W	76179	100-399	Kentworth Dr			
Juniper St	247C	76201	500-799	Kathay Dr	80V	76114	100-199	Kentworth Dr			
Denton				Kathay Dr	247R	76201	2000-2499	Kentworth Dr			
Just Dr	108E	76140	3000-3099	Kathay Dr	124T	76063	200-1099	Kentworth Dr			
Denton				Kathay Dr	92D	76119	4500-4799	Kentworth Dr			
W of Wichita St				Kathay Dr	64E	76111	3700-4099	Kentworth Dr			
Justin Ct	38A	76248	1500-1599	Kathay Dr	61D	76106	1900-3799	Kentworth Dr			
Kelley				Kathay Dr	94V	76017	5000-5199	Kentworth Dr			
Justin Ln	117X	76036	1200-1299	Kathay Dr	110M	76017	6700-6899	Kentworth Dr			
Unincorporated Tarrant County				Kathay Dr	29D	76020	600-699	Kentworth Dr			
Justin Rd				Kathay Dr	79P	76105	2000-2099	Kentworth Dr			
Double Oak	547V	75067	None	Kathay Dr	83Q	76119	5300-5499	Kentworth Dr			
Flower Mound	549T	75067	None	Kathay Dr	83Q	76119	5800-5799	Kentworth Dr			
Unincorporated				Kathay Dr	64E	76111	3700-4099	Kentworth Dr			
Justin											

Raintree Ct - Red Hawk Dr

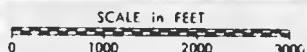
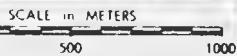
STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK
Raintree Ct	82E	76012	600-699	Fort Worth	88W	76012	2600W-2999W	Raymer St	63U	76111	100N 298N
Arlington					88R	76112	5100-6299	N fr 2500 E 1st St			
Raintree Ct	40Z	76021	3000-3099		88N	76112	6300-7799	S fr 2500 E 4th St	98E	76111	300S-498S
Bedford					87P	76112	7800-8899	Arlington		76015	3500-3599
Raintree Dr	647K	75028	3900E-4099E	Randall Mill Park Rd	67X	76112	8700-9099	Ray Simon Dr	63A	76106	3000-3399
Flower Mound	647P	75028	3400N-3899N	Arlington	68X	76012	1100-1699	I W of 3000 North Fwy			
Raintree Dr	26D	75028	3200W-3399W	Randolph Ct	80Z	76114	5700-5799	Ray White Rd	38M	76137	7500-7599
Southlake				Washworth Village	83Q	76010	1300-1499	Fort Worth	39C	76248	8300-8999
Raintree Pl	647K	75028	6900-6999	Randolph St	31M	76179	8800-8999		22Y	76248	9000-9599
Flower Mound				Arlington					22Q	76248	None
Raintree Rd	65S	76103	700-999	Randall Rd	31M	76179	8800-8999	Unincorporated...Tarrant County	38M	76137	7800-8299
N of 4600 Bridge St				Unincorporated...Tarrant County	108Z	76063	2300-2399		22Y	76248	9800-9799
Rainwood Ct	110A	76017	2100-2199	Randy Ct	81T	76013	4000-4099		22Q	76248	None
Arlington				Manehead	81T	76013	4000-4099		68U	76011	2200-2299
Raleigh Cir	83R	76019	800-899	Randy Dr	117L	76036	100-499	Reading Rd	64B	76117	4400-4799
Arlington				Arlington	38U	76180	8400-8599	Arlington	73V	76116	3200-4099
Rail Cir	88K	76132	7500-7599	Randy Dr	120P	76028	12100-12199	Haltom City	38K	76034	5400-5799
I S of 1740 Dutch Branch Rd				Randy Dr	89U	76011	1900-2299	Reagan Dr	54F	76021	1800-1899
Rail Ct	98G	76015	3400-3499	Randy Ln	50C	76137	100-199	Reagan Dr	54F	76021	1900-1999
Arlington				Unincorporated...Tarrant County	55Q	76040	700-899	Reagan Dr	55Q	76040	100-399
Ralph St	59U	76108	100-499	Ranger St	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
White Settlement				Haltom City	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramada Dr	22M	76248	None	Ranger St	55Q	76040	700-899	Reagan Dr	55Q	76040	100-399
Unincorporated...Tarrant County				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambler Ct	97C	76014	1500-1599	Ranger St	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Haltom City	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambler Rd	97C	76014	1200-1599	Ranger St	55Q	76040	700-899	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Cir	97E	76014	3100-3299	Ranger St	55Q	76040	700-899	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Trail	102B	76132	7500-7699	Ranger St	55Q	76040	700-899	Reagan Dr	55Q	76040	100-399
3 N of 6300 Dirks Blvd				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Ct	55H	76039	300-399	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Euless				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Ln	55H	76039	200-499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Euless				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Creek Ct	95J	76016	4300-4399	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Rambleswood Creek Dr	95J	76016	4300-4499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Ave	78R	76105	3700-4899	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
E & W fr 2300 Mills Ave	79P	76105	4900-5499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Mills Ave	80N	76112	5500-6599	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Ct	347H	76205	1300-1499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Denton				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Dr	97G	76014	3400-3499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Dr	68N	76111	6700-6799	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
W fr E Loop Rd				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Hill	3A	76071	None	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Newark				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Dr	73R	76116	3000-3799	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
3 W of 3200 Alta More Dr				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Dr	98F	76015	3500S-3598S	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey St	78G	76013	1600W-1699W	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
I S of 3300 E Lancaster Ave				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Ave	77T	76104	400E-1399E	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
E & W fr 2400 South Fwy				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Dr	77S	76110	100W-599W	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
W fr 2300 S Main St	81W	76013	4500-4699	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ramsey Ct	40T	76034	4400-4699	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Colleyville				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Ln	81T	76013	2100-2199	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Dr	81T	76013	4000-4099	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Ln	81B	76112	1700-2099	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
N fr 8400 Meadowbrook Dr				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	51A	76148	5900-5999	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Haltom City				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	647A	75028	7500-7899	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Flower Mound				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	94V	76017	5700-5799	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	648H	75028	4700-4699	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Flower Mound				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	48A	76179	200-299	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Saginaw				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	22V	76248	1-99	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Unincorporated...Tarrant County				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	11J	76020	1-99	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Unincorporated...Tarrant County				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	94Y	76017	5700-5799	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Arlington				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	23N	76248	200-299	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Keller				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	548W	75067	100-299	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Double Oak				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	89A	76109	3400-3499	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
N of 5000 S Bellare Dr				Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
Ran Rd	89B	76109	4000-5099	Euless	89Q	76011	1900-2299	Reagan Dr	55Q	76040	100-399
E & W fr 3800 S Hulen St				Euless	89Q	76011					

STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK	STREET	MAP	ZIP CODE	BLOCK
Shady Trail	646R	75028	3300-3599	Shawano Ct	66J	76006	2700-2799	Sherraton Dr	79N	76105	2400-2599
Flower Mound				Shawano Ct				S Ir 4700 Ramsey Ave			
Shady Trail	548M	75067	None	Shaw St	77X	76104	900E-1299E	Sherraton Pl	247H	76201	100-199
Unincorporated				E Ir 3200 Evans Ave				Denton			
Shady Turf Ct	540	76022	2600-2699	E & W Ir 3200 S. Main St	77W	76110	700E-369W	Sherraton Rd	247H	76201	2400-3699
Bedford				E & W Ir 3200 Hamphill	76Z	76110	600W-1369W	Denton			
Shady Turf Rd	540	76022	2300-2599	E & W Ir 3200 S. 8th Ave	76Y	76110	1500W-2369W	Sherrbrooks Dr	68U	75062	None
Bedford				Shawen Ct	97F	76014	500-599	Grand Prairie			
Shady Valley Ct	81T	76013	4100-4199	Shawen Ct				Sherrbrooks Ln	124F	76063	900-999
Arlington				Shaweno St	248M	76201	1700-2199	Mansfield			
Shady Valley Ct	124Q	76063	1-99	Denton				Sherrburns Dr	68E	76018	5200-5399
Mansfield				Shaweno Trail	646F	75028	9100-9599	Arlington			
Shady Valley Dr				Flower Mound				Sherr Ct	15V	76020	1600-1699
Arlington				Shaweno Trail	22V	76248	200-399	Peticon Bay			
Pharr	81T	76013	3600-4199	Kellar				Sherr Ln	53P	76053	100-499
Pharr	81U	76013	3500-3599	Shaweno Trail	58D	76135	2900-3299	Hurst			
Shady Valley Dr	73Y	76116	4600-4799	Lake Worth	46W	76135	3300-4099	Sherr Ln N	15V	76020	1300-1599
Bedford				Shaye Ln	80G	76112	2800-2899	Peticon Bay			
Shady Valley Dr	124Q	76063	200-399	S of 7300 Meadowbrook Dr				Sherr Ln S	15V	76020	1400-1599
Mansfield				Shaw Ct	97F	76014	3400-3499	Peticon Bay			
Shady View Ct	81Y	76013	2200-2299	Arlington				Sherr Ln	10B	76262	None
Arlington				Shaw Dr	61T	76114	4800-4899	Rossmore			
Shady View Dr	53H	76021	1100-1199	River Oaks				Sherriden Ctr	105A	76134	6500-6599
Bedford				Shawen Ct	82F	76012	1800-1899	W Ir 6620 Sherriden Rd			
Shady View Dr	97U	76018	4700-4899	Arlington				Sherriden Ctr	94T	76119	6500-6599
Arlington				Shawfield Ct	81L	76013	3500-3599	Arlington			
Shady Willow Ct	53D	76021	2300-2399	Arlington				Sherriden Ct	96U	76017	5000S-6099S
Bedford				Shawfield Ct	649X	75028	None	Arlington			
Shadywood	247M	76201	None	Shawfield Ct				Sherriden Ct	50V	76117	3400W-3499W
Denton				Flower Mound				Arlington			
Shadywood Ct	81D	76012	900N-1099N	Shawfield Ct	110Z	76063	None	North Richland Hills			
Arlington				Mansfield				Sherriden Ct	50V	76117	3500-3799
Shadywood Dr	105Z	76026	2200W-2299W	Shawfield Dr	105A	76134	100-499	North Richland Hills			
S Ir McPherson Hk			10500-10699	W Ir 7000 South Frwy	81L	76013	3100-3599	Sherriden Rd	91W	76134	6400-6599
Shadywood Dr	53H	76021	1900-1999	Shawfield Dr				S Ir 200 Highlander Terrace, N			
Bedford				Shawfield Ln	649X	75028	None	N & S Ir 200 Sycamore School Rd			
Shadywood Ln	40R	76034	4400-4899	Flower Mound				105E			76134
Colleyville				Shawfield Pl	66W	76112	1600-1899	105E	81W	76134	200-299
Shady Pl	99X	76048	None	N Ir 6500 Fernwood Terrace				S Ir W of 6300 Old Hamphill Rd			
Unincorporated				Shawfield St	13W	76051	1900-1999	NE Ir 3400 Azle Ave			
Sherratt Rd	118A-T	76026	100-399	Shawville Ct	15R	76020	1600-1699	Sherrman Ave			
Burleson				Peticon Bay				Fort Worth	47Y	76106	2900-3699
Sherratt Ct	36N	76137	4000-4099	Shawville Ct	15R	76020	1600-1699	Sensom Park	47X	76106	2300-2899
W of N Beach St				Peticon Bay				Sherrman Dr	347M	76201	100E-1699E
Sherratt Ln	64W	76010	2100-2199	Sherratt Pl	68X	76048	None	Denton	247P	76201	1700-3299E
Arlington				Unincorporated				Sherrman Dr	124X	76063	100W-569W
Sherratt St	36N	76137	4000-4299	Tarrant County				Mansfield			
W of N Beach St				Sherratt Dr	86D	76109	3600-3699	Sherrman Rd	84M	75051	1800-3199
Sherratt Dr	73J	76116	2900-2999	1 N of 3700 Thal Lake Dr				Grand Prairie			
E Ir W. Normandale St				Sherratt Ln	45F	76135	8500-8699	Sherrman St	82Q	76012	1500-1599
Sherratt Phase	73J	76116	9100-9199	N of State Hwy 199				Arlington			
S of 9100 N Normandale St				Sherratt (odd)	108P	76140	301-1099	Sherr Ln	14A	75028	None
Sherratt Dr	88C	76109	5600-5699	Fort Worth (even)	108P	76140	300-1099	Flower Mound			
Bedford				Unincorporated...Tarrant County	108R	76140	None	Sherr Ln	38U	76180	6500-6799
Sherratt Run	88C	76109	5600-5699	Sherratt (odd)	107T	76119	None	North Richland Hills			
Bedford				Sherratt (even)	549P	75067	None	Sherr Oak Ln	81H	76012	600N-699N
Sherratt Water Ct	86V	76112	7600-7699	Sherratt Ct				Arlington			
S of John T White Rd				Highland Village				Sherr Ct	73F	76108	2600W-2699W
Sherratt Ave	79G	76112	2400-2499	Sherratt Pl	54N	76022	900-999	Sherr Ct			
N of 5300 E Lancaster Ave				Bedford				Sherr Ct Settlement			
Sherratt Ave	82T	76107	2400-3199	Sherratt Ave	60M	76109	3600-3699	Sherr Dr	25J	76020	700-799
3 N of 2700 White Settlement Rd				3 S of 3800 South Dr	94Q	76016	3300-3399	Unincorporated...Parker County			
Sherratt Ct	92T	76119	6200-6299	Sherratt Ct	68R	76012	1000-1099	Sherr Dr	73F	76108	8500-8599
Forest Hill				Arlington				Sherr Dr	64S	76010	200-2699
Sherratt Ct	52B	76180	5800-5899	Sherratt Ct	68R	76012	900-999	Arlington	68A	76014	2800-3399
North Richland Hills				Arlington				Sherr Dr	68J	76014	3300-3699
Sherratt Dr	94L	76016	4100S-4199S	Sherratt Dr	68R	76012	900-999	Arlington	68V	76018	5000-5499
Arlington				Arlington				Sherr Dr	61V	76107	3600-3699
Sherratt Dr	118A-C	76026	5900W-5999W	Sherratt Ln	80B	76112	1800-2199	Sherrwood Ave			
Burleson				Sherratt Ln				N of 3600 White Settlement Rd			
Sherratt Ln	92T	76119	3200-3599	Sherratt Ln	83Y	76014	1600-1699	Sherrwood Ct	118A-C	76026	400-499
Forest Hill				Arlington				Burleson			
Sherratt Bend Ln	68Z	76012	1500-1599	Sherratt Dr	83Y	76014	1200-1599	Sherrwood Ct	110Z	76063	None
Arlington				Sherratt Ln	41Y	76039	100-899	Mansfield			
Sherratt Ct	97F	76014	1000-1099	Sherratt Ln				Sherrwood Dr	82P	76013	700-1399
Arlington				Sherratt Ln	84C	80616	2700-2899	Arlington			
Sherratt Dr	64B	76117	3000-3199	Sherratt Ln				Sherrwood Dr	54P	76022	1000-1399
Halkum City				Sherratt Ln	79D	76112	5700-6199	Bedford			
Sherratt Ct	121B	76021	None	Sherratt Ln	81A	76112	8000-8299	Sherrwood Dr	70R	75050	2300-2599
Unincorporated				Sherratt Ln				Grand Prairie			
Sherratt Ct	74T	76116	3800-4299	Sherratt Ln				Sherrwood Dr	61K	76114	4600-5099
4 NE of 4400 Southwest Blvd				Sherratt Ln				Sherrwood Ln	40U	76034	2600-3099
Sherratt Ave	54BZ	75067	None	Sherratt Ln				Colleyville			
Sherratt Ln	54N	76022	None	Sherratt Ln				Sherrwood St	247M	76201	2400-2699
Bedford				Sherratt Ln				Denton			
Sherratt Ln	549S	75067	None	Sherratt Ln				Sherrwood Forest Ct	82F	76012	400N-499N
Highland Village				Sherratt Ln				Arlington			
Sherratt Ln	52F	76180	7900-7999	Sherratt Ln				Sherrwood Dr	548N	75067	1900W-1999W
North Richland Hills				Sherratt Ln				Highland Village			
Sherratt St	27C	76051	1300-1399	Sherratt Ln				Sherratt Ct	11F	76262	1-99
Grapevine				Sherratt Ln				Trophy Club			
Sherratt Crest Dr	124B	76063	900-999	Sherratt Ln				Sherratt Ct	11F	76262	200-299
Mansfield				Sherratt Ln				Trophy Club			
Sherratt Dr	440E	76205	1800-1999	Sherratt Ln				Sherratt Dr	65W	76103	1500-1699
Corinth				Sherratt Ln				S Ir 4800 Brentwood Stair Rd			
Sherratt Dr	6Z	76052	None	Sherratt Ln				Sherratt Cr	54BZ	76262	1-99
Hicklet				Sherratt Ln				Bentonville			
Sherratt Rd	74V	76116	6100-6199	Sherratt Ln				Sherratt Ct	82Z	76140	7000-7099
E Ir 4700 Westridge Ave				Sherratt Ln				Forest Hill			
Sherratt St	83L	76010	1600-1799	Sherratt Ln				Sherratt Dr	74V	76107	5500-5699
Arlington				Sherratt Ln				E Ir 4600 Home St			
Sherrattale Dr	118V	76036	None	Sherratt Ln				Sherratt Rd	647Q	75028	3300-3699
Unincorporated				Sherratt Ln				Flower Mound			
Sherrattale St	80Q	76115	800-1699	Sherratt Ln				Sherrattale Dr			
E & W Ir 5200 James Ave				Sherratt Ln				Sherrattale Dr			
Sherrattale Dr	108R	76017	7300-7899	Sherratt Ln				Sherrattale Dr			
Arlington				Sherratt Ln				Sherrattale Dr			
Sherrattale St	124X	76063	None	Sherratt Ln				Sherrattale Dr			
Mansfield				Sherratt Ln				Sherrattale Dr			
Sherrattale Ln	98E	76014	2000-2399	Sherratt Ln				Sherrattale Dr			
Arlington				Sherratt Ln				Sherrattale Dr			
Sherrattale Ct	73J	76116	2900-2999	Sherratt Ln				Sherrattale Dr			
S of Calhoun Ave											



CONTINUED ON MAP 50

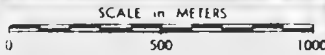
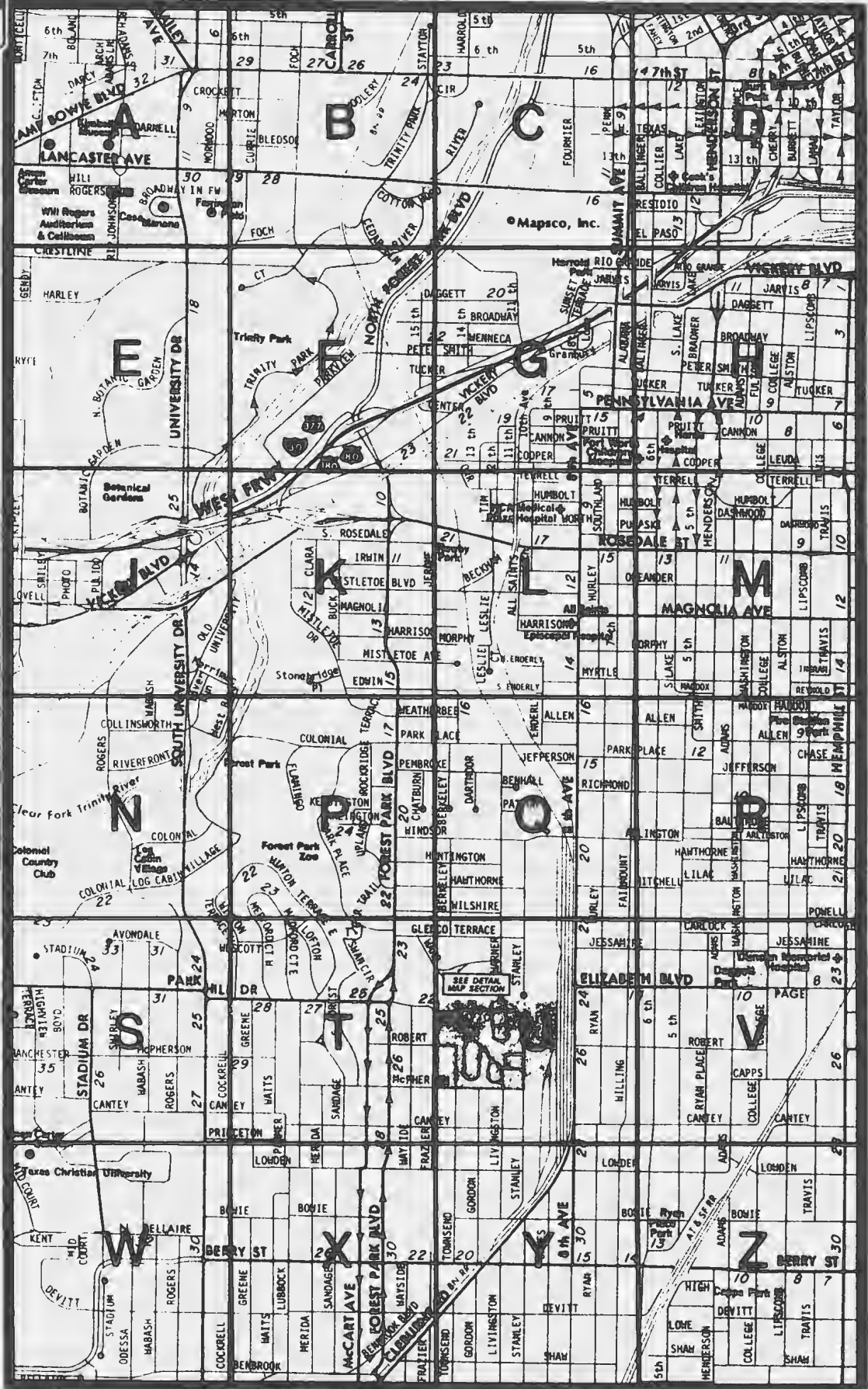
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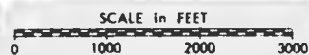


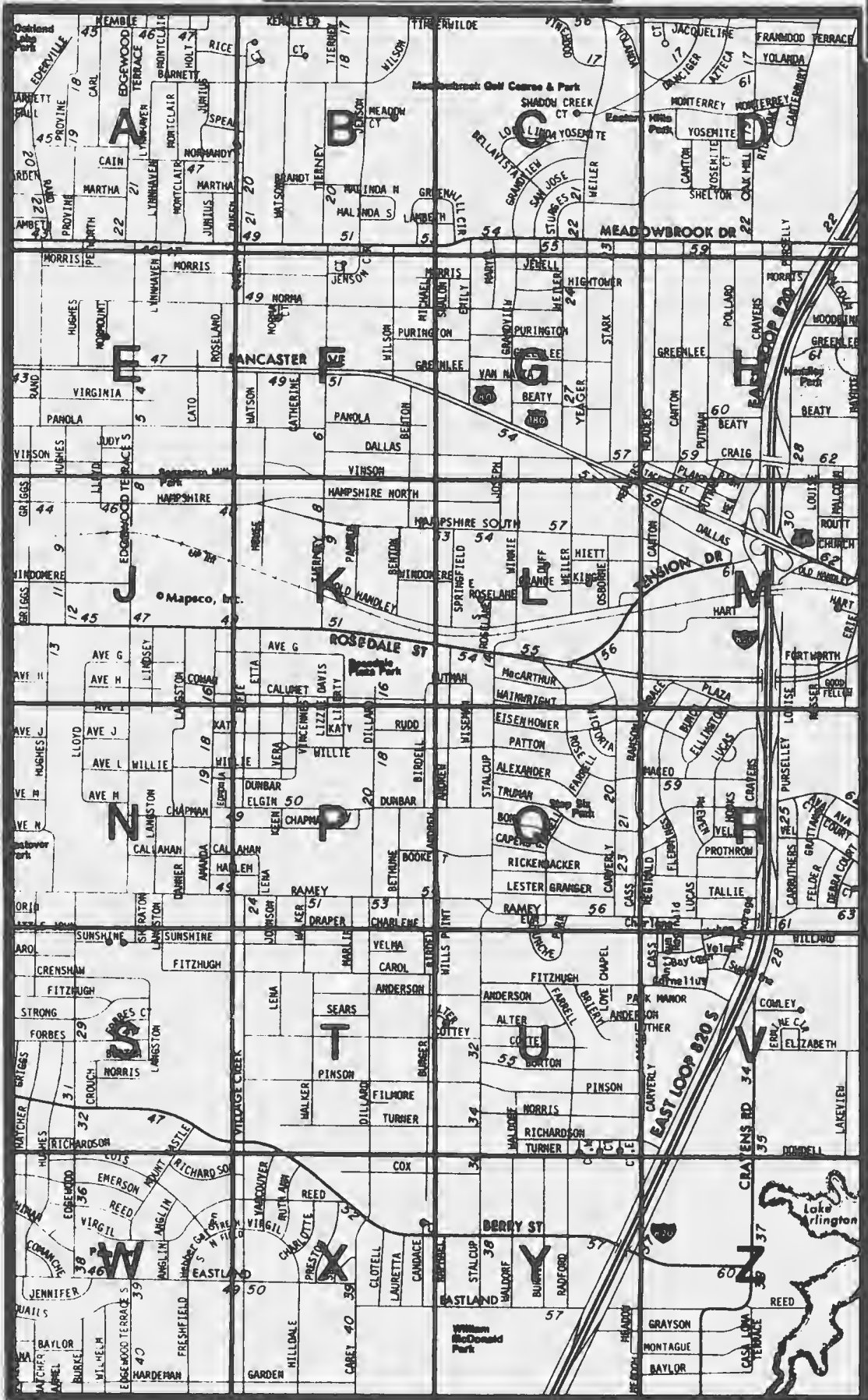
CONTINUED ON MAP 75

CONTINUED ON MAP 77



CONTINUED ON MAP 90





CONTINUED ON MAP 78

CONTINUED ON MAP 80

SCALE in METERS

500 1000

CONTINUED ON MAP 93

SCALE in FEET

0 1000 2000 3000

DETAIL MAP SECTION
STARTS ON INDEX PAGE 123

BOOK PAGE 1079

Information Sheet 1 - Map Skills

Definitions/Examples of Terms

Detour- A change in the direct route, for example, if a road is closed for repairs, you will need to detour (use another road)

Exit- leave a freeway to travel on a street or road

Intersection- a place where streets or roads cross, for example this is the intersection of Pine Street and Nut Street



Alternate route- a way to get from one place to another that is not the usual or direct route, for example, you should plot alternate routes from home to work in case of traffic jams or road closings

Legend- an explanatory description on a map, for example, a legend might tell how many miles are represented by each inch on a map or it might explain what symbols used on the map stand for

Grid-sections or squares marked off on a map to help in locating specific streets

Compass Points

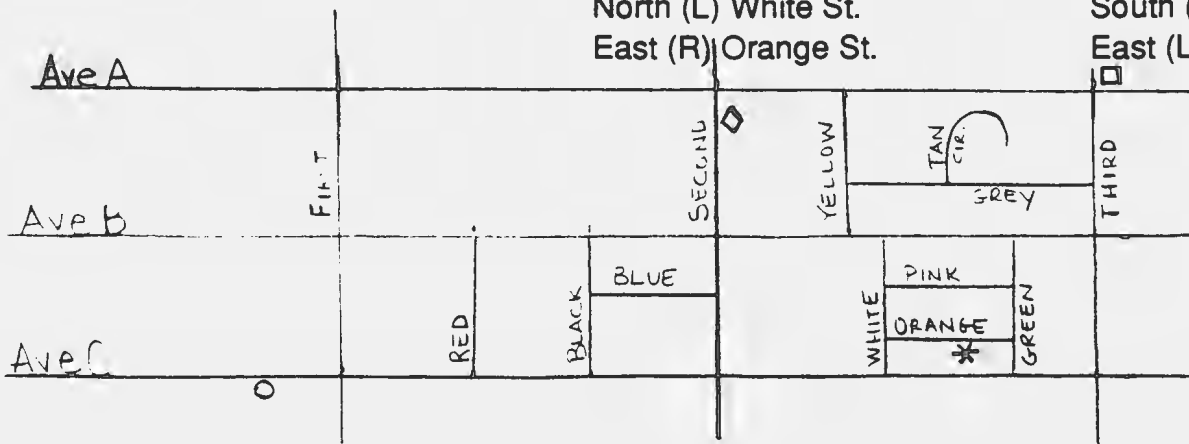


Use the map below to follow these directions:

From: School Go East (R) on Ave. C
 To: Home North (L) on Third St.
 Home is at the intersection of Ave. A and Third St.

From: Mall Go South (R) on Second St.
 To: Friend A house East (L) Ave. C
 North (L) White St.
 East (R) Orange St.

Alternate Route
 Go South (R) on Second
 East (L) on Ave. B
 South (R) on White St.
 East (L) on Orange St.



- LEGEND :**
- HOME
 - SCHOOL
 - ◇ MALL
 - * FRIEND A

Activity Sheet 1 - Map Skills

Match these terms to their definitions:

- | | |
|--|-----------------------|
| A. a change in the direct route | _____ alternate route |
| B. leave a freeway to travel on a street or road | _____ legend |
| C. a place where streets or roads cross | _____ detour |
| D. another way to get from one place to another to be used in case of traffic jams | _____ exit |
| E. an explanatory description on a map | _____ intersection |

Use the map on the next page. Write Directions:

From: work

To: gym

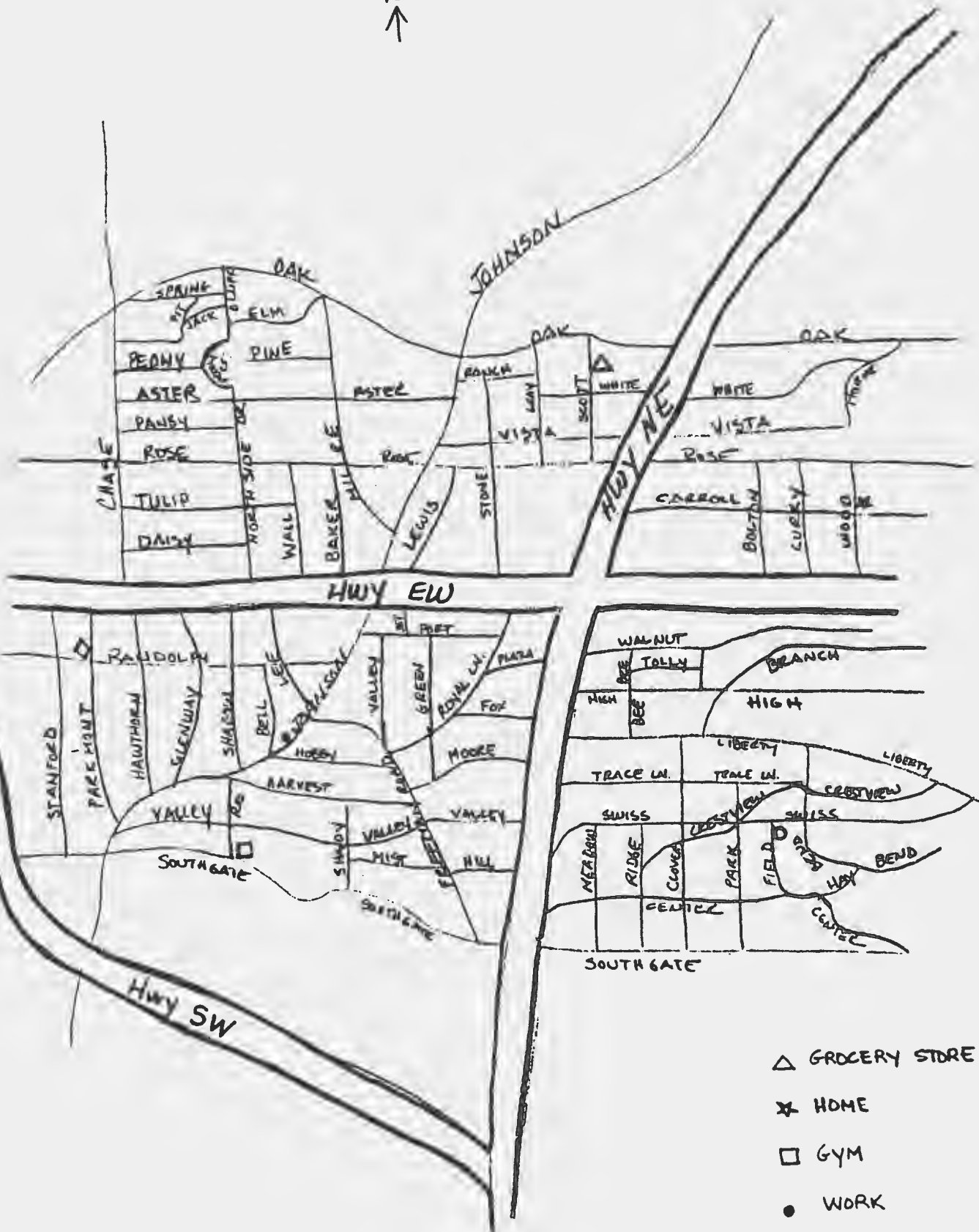
From: home

To: work

Alternate Route

From: home

To: work



Information Sheet 2 Map Skills

Mapsco is a company that sells all kinds of maps and charts. One kind of map that they sell is a large city map that has been divided into small sections. Each section is on a map page by itself.

To find a street in a Mapsco:

1. Look the street up in the index (alphabetical listings are in the front of the book)
2. The street name will be followed by boldface numbers and a letter. The number is the map number and the letter tells in which grid or square you will find the street.

Example: Ranch Rd. **51A** You will find Ranch Road on Map 51 Grid A. Use your Mapsco packet to find Ranch Rd. in the index. Then look it up on Map 51. Look at about the middle of Grid A close to the right side.

The index begins with listing of Major Buildings, Emergency Medical Facilities, Public Schools, Shopping Centers, Highways, Farm to Market Roads, County Roads, and Numbered Streets. Look at your sample index page. Find the list of Emergency Medical Facilities. Locate Ft. Worth Children's Hospital. It is on Map 76 Grid G. Turn to Map 76. In the bottom right corner of Grid G you will see the hospital.

Homework Map Skills

Use your Mapso packet.

You would find:

Katherine Dr. on Map____ Grid____

Red Bud Trail on Map____ Grid____

Shady Valley Dr. (Arlington) on Map____ Grid____

St. Joseph's Hospital (Ft.Worth) on Map____ Grid____

Write Directions:

From: Harris Hospital

To: All Saints Episcopal Hospital

From: Katherine Dr.

To: Outlet Malls of America (on same map as Katherine Dr.)

From: Dunbar High School at 5700 Ramey Ave.

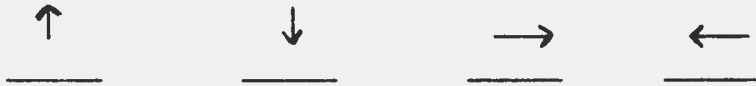
To: Eastern Hills High School at 5701 Shelton Dr.

POST-TEST MAP SKILLS

MATCH THESE DEFINITIONS TO THEIR TERMS:

- | | |
|--|-----------------------|
| A. A change in the direct route | _____ alternate route |
| B. Leave a freeway to travel on a street or road | _____ legend |
| C. A place where streets or roads cross | _____ detour |
| D. Another way to get from one place to another to be used in case of traffic jams | _____ exit |
| E. An explanatory description on a map | _____ intersection |

LABEL EACH ARROW USING THESE DIRECTIONS: NORTH EAST SOUTH WEST



USE THE MAP ON THE NEXT PAGE. WRITE DIRECTIONS:

FROM: grocery store
TO: home

FROM: friend's house
TO: gym

Use the Mapsco packet to answer the following questions:

You will find :

Red Coat Ln on Map___ Grid___

John Peter Smith Hospital on Map___ Grid___

June Dr. on Map___ Grid___

Write directions:

From: Katherine Dr.

To: Ken Michael Ct.

TEACHER INFORMATION SHEET - DECISION MAKING

UNIT OBJECTIVE: Upon completion of this unit, the learner should be able to match specific terms related to problem solving and decision making and put a list of steps from a problem solving model in the correct order.

UNIT DESCRIPTION: This two-week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday 1: Brief unit introduction
Pre-Test

Tuesday 1: Students receive Information Sheet 1 - Definitions
Teacher talks through information sheet using transparency

Students receive Information Sheet 2 - Steps to Problem Solving
Teacher talks through information sheet using transparency

Wednesday 1: Students receive Activity 1
Teacher and students work through activity together

Thursday 1: Students and Teacher continue work on Activity 1

Friday 1: Students receive Activity 2
Teacher and students work through activity together
a. Introduce the problem
b. Students identify the problem and break into parts

Monday 2: Continue work on Activity 2
Students receive "Solutions and Consequences" worksheet
a. Teacher reviews problem/parts
b. Students write solutions to each part (use "Solutions and Consequence" Worksheet)

Tuesday 2: Continue work on Activity 2
Teacher reviews solutions
Students write consequences (use same "Solutions and Consequence" Worksheet from previous day)
Students select solutions

Wednesday 2: Continue work on Activity 2
Students receive and complete Steps/Timelines worksheet

Thursday 2: Continue work on Activity 2
Teacher reviews Steps/Timelines worksheet
Review/correct pre-test

Friday 2: Post-Test

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day for the next two weeks talking about making decisions and problem solving. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this unit and will let me know what you already know about decision making and problem solving.

TEACHER INFORMATION SHEET
DESCRIPTION OF STUDENT INFO. SHEETS AND ACTIVITIES

1. INFORMATION SHEET 1 DEFINITIONS- the definitions were held to as few as possible, because the emphasis on this decision making unit should be on the process of thinking through consequences of decisions.

2. INFORMATION SHEET 2 STEPS IN PROBLEM SOLVING- This information is the heart of the unit. It is important that you read through the entire unit before you lead the discussion of this information sheet. Once you have the intent of each step, it will be much easier to give brief examples during the class discussion. Try not to leave the students completely confused, but don't spend an inordinate amount of time on this information sheet. The students will grasp the information much more readily as you work through the activities included in the unit.

3. ACTIVITY 1: JOHN'S PROBLEM- See the "Teacher Information Sheet" for this activity

4. ACTIVITY 2: JUDY'S PROBLEM- This activity is scheduled over a period of 5 days. The students will work step-by-step through the problem solving model using Judy's problem. After each step, you will conduct a whole class review and discussion. In this way, you can reinforce efforts to follow the process, and can give assistance to help keep students on-track so that they don't become frustrated. If they agonize through the example, they are likely to feel that this method of problem solving is too much trouble. This will reinforce the tendency to make decisions without regard to their consequences.

When you introduce Judy's problem, simply read the scenario aloud. Don't make any judgemental comments and don't let students make any quick-fix solutions. Explain that you'll work through this problem step by step, so save energy for worksheets.

The first day, students will be asked to identify the problem. This might be a round-about process; keep pulling them back to the core problem--Judy must pass math. They might begin talking about her need for a car, the fact that she's got to work, but her parents are not cooperating, etc. But it all comes down to: Judy must pass math.

Now that the students have identified the problem, it is time to explore the components of the problem. What pieces of information do the students have that are contributing factors to failure in the math class?

First, the scenario lists the topics of instruction covered in the failed six weeks; fractions and decimals. Judy's information also includes the fact that she does not always do her homework, she doesn't study effectively for tests, and she doesn't ask questions when necessary. These contributors to her failure are parts of the problem.

It is important that students realize the importance of breaking a problem down into manageable parts. Many times, due to their lack of experience in systematic problem solving, they try to attack a problem as a whole, rather than breaking it down into manageable parts.

Once the problem has been broken down into parts, it is time to work on each part independently. The students should look at each of these parts and brainstorm possible solutions. Let them know that there is no "bad" brainstorm idea. They should initiate as many ideas as possible.

Now it is time for the students to decide which of these ideas will be selected as the course of action they will take to solve this problem. Their decision should be based upon the consequences of each of the ideas. After these consequences are listed, students can discuss which solutions will be chosen. All comments should be directly related to consequences and the students' perception of those consequences.

Each solution that is chosen must be broken down into steps. What steps are necessary to make this solution actually happen? Some examples are listed for you on your answer sheet. You and your class might make different choices for possible solutions, list different consequences, or might develop different steps for the timeline. The items filled in on your sheets are for examples and guidelines only. The emphasis is on process.

This two-week unit will not be enough to completely change students' behavior, but it will let them know that there are structured ways to work through problems. They will have the model and the examples used in class to keep. This experience, and the material that they have, may help students begin to think about the decisions they make in a more objective, less impulsive, manner.

PRE-TEST - DECISION MAKING

DEFINE THESE TERMS:

BRAINSTORMING-

CONSEQUENCE-

TIMELINE-

ADJUSTMENTS-

WRITE A STEP-BY-STEP WAY TO SOLVE PROBLEMS.

ANSWER SHEET
PRE-TEST - DECISION MAKING

DEFINE THESE TERMS:

BRAINSTORMING-

CONSEQUENCE-

USE DEFINITION SHEET

TIMELINE-

ADJUSTMENTS-

WRITE A STEP-BY-STEP WAY TO SOLVE PROBLEMS.

USE STEPS IN PROBLEM SOLVING SHEET

DEFINITIONS - DECISION MAKING

Brainstorming- The method of developing solutions for a problem by gathering as many ideas as possible. There are no "bad" ideas in brainstorming. The purpose is to find a "good," workable idea out of a large number of possible solutions. When brainstorming, people don't feel the pressure of having to come up with only good ideas, so they think more creatively.

Consequence- A result. In problem solving, it is what happens because of the decisions you make.

Timeline- A time schedule. In problem solving you plan steps to work through a decision. These steps are put on a timeline with start and end dates so that the plan for your solution will stay on-track.

Adjustments- Changes. Sometimes plans need to be changed so that they will work. Before you decide a step can't be done, check to see if there is any way to adjust it, to make it workable.

STEPS IN PROBLEM SOLVING:

- I. DECIDING ON A SOLUTION
 - A. NAME THE PROBLEM SPECIFICALLY
 - B. IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.
 - C. BRAINSTORM POSSIBLE SOLUTIONS
 - D. WRITE DOWN CONSEQUENCES OF EACH SOLUTION
 - E. READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES
 - F. SELECT THE SOLUTION BASED ON CONSEQUENCES
- II. MAKING YOUR SOLUTION WORK
 - A. WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.
 - B. PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.
 - C. ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADJUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.

NOTES: Make sure your tasks have been broken down into small, workable parts. It is better to have 10 small tasks to work on than it is to have 2 or 3 complicated ones.

If you rush through a step or skip a step in your solution plan, you may cause the consequences to change. This could cause another problem. So you haven't saved yourself any work or time at all.

You should realize that you are responsible for the outcome of your plan. That doesn't mean, though, that you shouldn't seek help when you need it. Don't expect others to solve your problem for you, but be realistic about your abilities and ask for help when you need it to stay on task.

TEACHER INFORMATION SHEET

WE ARE GOING TO WORK TOGETHER USING THE STEPS IN PROBLEM SOLVING TO DECIDE ON A SOLUTION FOR THE FOLLOWING PROBLEM.

John is a junior in high school. He needs to get a part-time job to help pay for his car expenses, his entertainment, and savings. He has been studying electronics in school and has 2 job offers in that field. He must decide which job to take.

He will be driving his truck from school to work. John's truck gets about 15 miles per gallon of gasoline. He buys gasoline for \$1.00 per gallon. The number of hours and days of work are the same for both jobs; 15 hours a week spread over 4 days. His job offers are:

1. Electronic assembly in a large company. The pay is \$5.00 per hour. He has a chance of full-time employment after graduation with this company. This company is across town - about 25 miles each way. The drive will take about 35 minutes each way, so the drive to and from work will be about 1 hr. and 10 minutes
2. Technician's helper in a small electronic repair shop. The pay is \$3.50 per hour. The owners don't need another full-time worker, but John can work part-time here as long as he likes. The repair shop is about 3 miles each way. The drive will take about 5 minutes each way, so the drive to and from work will be about 10 minutes.

LOOK AT YOUR "STEPS IN PROBLEM SOLVING" INFORMATION SHEET.

A. NAME THE PROBLEM SPECIFICALLY

John's problem is to decide which job to take.

B. BREAK THE PROBLEM INTO PARTS.

This problem only has one part --John's decision between the two jobs.

C. BRAINSTORM POSSIBLE SOLUTIONS.

1. Take the electronics assembly job.
2. Take the electronics repair job.
3. Don't take either.

D. WRITE THE CONSEQUENCES OF EACH SOLUTION.

1. TAKE THE ELECTRONICS ASSEMBLY JOB

Weekly income of \$61.70 ($\$75 - 13.30 = 61.70$)

Weekly check of 15 hrs. X \$5 = \$75.00

Gasoline cost per week: 50 mi./day X 4 days = 200mi.

200 mi.+ 15 mpg =13.3 gal.

13.3 gals X 1.00 =\$13.30

Chance of future full time job.

1 hour 10 min. of driving time each workday means less time for friends, study, and family activities

More truck expenses because of more driving (tire wear, oil changes, etc.)

2. TAKE THE ELECTRONICS REPAIR JOB

Weekly income: \$50.90 ($52.50 - 1.60 = 50.90$)

Weekly check of 15 hr. X 3.50 = \$52.50

Gasoline cost per week: 6 mi./day X 4 days = 24 miles

$24 \text{ mi} \div 15 \text{ mpg} = 1.6 \text{ gal.}$

$1.6 \text{ gal} \times 1.00 \text{ per gal} = \1.60

No future full-time job, only part-time available here.

10 min. of driving time each workday means more time for friends, study, and family activities

Fewer truck expenses, because very little driving is needed.

3. DON'T TAKE EITHER JOB.

No money coming in.

Will have to find another job, or give up truck.

E. READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.

F. SELECT THE SOLUTION BASED ON CONSEQUENCES

NOTE TO TEACHER:

THERE ARE NO "RIGHT" OR "WRONG" SOLUTIONS. STUDENTS WILL RATE CONSEQUENCES DIFFERENTLY BASED UPON THEIR PERSONAL SITUATIONS AND THEIR VALUES.

THE KEY IS THAT THEY LOOK AT ALL CONSEQUENCES AND REACH THEIR DECISION BASED ON CONSEQUENCES RATHER THAN ON IMPULSE. IT IS ALSO IMPORTANT THAT THEY BEGIN TO REALIZE THAT ALL DECISIONS HAVE CONSEQUENCES.

ACTIVITY SHEET 1 DECISION MAKING

READ JOHN'S PROBLEM. ANSWER THE QUESTIONS BASED UPON THE INFORMATION GIVEN HERE.

John is a junior in high school. He needs to get a part-time job to help pay for his car expenses, his entertainment, and savings. He has been studying electronics in school and has 2 job offers in that field. He must decide which job to take.

He will be driving his truck from school to work. John's truck gets about 15 miles per gallon of gasoline. He buys gasoline for \$1.00 per gallon. The number of hours and days of work are the same for both jobs; 15 hours a week spread over 4 days. His job offers are:

1. Electronic assembly in a large company. The pay is \$ 5.00 per hour. He has a chance of full-time employment after graduation with this company. The company is across town - about 25 miles each way. The drive will take about 35 minutes each way, so the drive to and from work will be about 1 hr. and 10 minutes.
2. Technician's helper in a small electronic repair shop. The pay is \$3.50 per hour. The owners don't need another full-time worker, but John can work part-time here as long as he likes. The repair shop is about 3 miles each way. The drive will take about 5 minutes each way, so the drive to and from work will be about 10 minutes.

1. NAME THE PROBLEM SPECIFICALLY.

2. BREAK THE PROBLEM INTO PARTS.

3. BRAINSTORM POSSIBLE SOLUTIONS.

4. WRITE THE CONSEQUENCES OF EACH POSSIBLE SOLUTION.

SOLUTION: _____
CONSEQUENCES:

SOLUTION: _____
CONSEQUENCES:

SOLUTION: _____
CONSEQUENCES:

SOLUTION: _____
CONSEQUENCES:

5. BASED ON THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES, WHICH SOLUTION WOULD YOU SELECT ?

ACTIVITY SHEET 2 DECISION MAKING

USE YOUR "STEPS TO PROBLEM SOLVING" INFORMATION SHEET TO WORK THROUGH THE FOLLOWING PROBLEM.

Judy is a 15 year old Sophmore. She failed the second six weeks of math. In order to be able to work this summer to save money for a car, her parents say she must not fail another six weeks. (No job -- no car.)

The six weeks that she failed was on fractions and decimals. Judy doesn't always do her homework, doesn't ask the teacher for help in class or after class, and doesn't study effectively for tests.

ANSWER THESE QUESTIONS:

1. What is the problem? _____

2. List the parts of the problem.

3. Complete the "SOLUTIONS AND CONSEQUENCES" worksheet. Use the list in number 2 above to fill in the "problem" line and then brainstorm to develop possible solutions. After you have filled in the "possible solution" boxes, go back and complete the "consequence" box for each of the possible solutions you wrote.

4. Read over your "SOLUTIONS AND CONSEQUENCES" worksheet. Decide on the solutions for each problem that you think are best.

5. Complete the "SOLUTION STEPS/TIMELINE" worksheet. Remember each step should be small and the timelines reasonable. Try to think of all the things that must be done to make each solution work.

SOLUTIONS AND CONSEQUENCES WORKSHEET

PROBLEM: Does not understand fractions

POSSIBLE SOLUTIONS:

Tutoring	Catch up by self	Do nothing	
----------	------------------	------------	--

CONSEQUENCES

Help with problem Set Schedule for help	1. Catch up 2. Get further behind	Continue to fail	
--	--------------------------------------	------------------	--

PROBLEM: Does not understand decimals

POSSIBLE SOLUTIONS:

Tutoring	Catch up by self	Do nothing	
----------	------------------	------------	--

CONSEQUENCES

Help with problem Set schedule for study	1. Catch up 2. Get further behind	Continue to fail	
---	--------------------------------------	------------------	--

PROBLEM: Does not do homework

POSSIBLE SOLUTIONS:

After dinner - no activities until homework is done	Work on homework for 30 minutes at night	Copy friend's	Do nothing
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CONSEQUENCES

Homework always finished - not as much free time	Sometimes homework finished - not/still have free time	Homework turned in - still do not understand	Continue to fail
--	--	--	------------------

SOLUTIONS AND CONSEQUENCES WORKSHEET

PROBLEM: Does not study for test

POSSIBLE SOLUTIONS:

Keep calendar of upcoming tests	Study with another student who is doing well	Practice tests with tutor	Do nothing
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CONSEQUENCES

Will be able to schedule study time	Learn how others study	Feel more prepared, not as nervous	Continue to fail
-------------------------------------	------------------------	------------------------------------	------------------

PROBLEM: Does not ask questions

POSSIBLE SOLUTIONS:

Talk to teacher privately	Practice with tutor - how and when to ask ?'s	Do nothing	
---------------------------	---	------------	--

CONSEQUENCES

Teacher will know problems and offer suggestions	Feel more confident	No change - still will not be comfortable asking ?'s	
--	---------------------	--	--

PROBLEM: _____

POSSIBLE SOLUTIONS:

--	--	--	--

CONSEQUENCES

--	--	--	--

SOLUTIONS AND CONSEQUENCES WORKSHEET

PROBLEM: _____

POSSIBLE SOLUTIONS:

--	--	--	--

CONSEQUENCES

--	--	--	--

PROBLEM: _____

POSSIBLE SOLUTIONS:

--	--	--	--

CONSEQUENCES

--	--	--	--

PROBLEM: _____

POSSIBLE SOLUTIONS:

--	--	--	--

CONSEQUENCES

--	--	--	--

EXAMPLE: CHOSE ONE SOLUTION, FOLLOWED THROUGH ON TIME LINE - EACH PERSONS SHEET WOULD VARY, DEPENDING UPON SOLUTION SELECTED

SOLUTION STEPS/TIMELINE

PROBLEM: DOES NOT UNDERSTAND FRACTIONS

SOLUTION: TUTORING (SCHOOL)

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE
1. TALK TO SCHOOL COUNSELOR TO SEE IF TUTORS ARE AVAILABLE AT SCHOOL	SET APPT 4/5 MEET 4/9	4/9	got NAMES	
2. CONTACT SCHOOL TUTOR - SET UP MTG. WITH TUTOR + TEACHER	SET APPT 4/11 MEET 4/18	4/18	discussed problems + kinds of activities + practice & need	
3. ARRANGE TUTORING TIMES				
4. MARK ALL DATES/TIMES ON CALENDAR	4/20	4/21	must reschedule April stuff	Call friends, talk to team leader

PROBLEM: DOES NOT UNDERSTAND DECIMALS

SOLUTION: TUTORING (PRIVATE)

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE
1. TALK TO PARENTS A. MONEY NEEDED (HOW TO EARN) B. TRANSPORTATION NEEDED - SET UP SCHEDULE THAT WILL WORK WITH FAMILY ACTIVITIES	4/5			
2. ASK TEACHER/COUNSELOR FOR NAMES OF TUTORS	4/7			
3. MEET WITH/SELECT TUTOR	4/10			
4. SET-UP TUTORING SCHEDULE	4/11			
5. USE CALENDAR TO SET ASIDE TUTORING/STUDY TIMES	4/13			

PROBLEM: DOES NOT DO HOMEWORK

SOLUTION: WORK ON HOMEWORK FOR 30 MINUTES EACH NITE

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE
fill in as above - break into small steps, set specific times to address each step - keep track with what's finished and what still needs to be done				

SOLUTION STEPS/TIMELINE

PROBLEM: DOES NOT STUDY FOR TEST

SOLUTION: KEEP CALENDAR

}

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE
<ul style="list-style-type: none"> - SMALL STEPS - SET SPECIFIC TIMES TO TAKE CARE OF EACH STEP - KEEP TRACK OF FINISHED VS. UNFINISHED. <p>NOTE: IF STEP IS UNFINISHED, IS IT WAITING ON ACCOMPLISHMENT OF SOMETHING ELSE, OR SHOULD IT BE CHANGED?</p>				

PROBLEM: DOES NOT STUDY FOR TEST

SOLUTION: PRACTICE WITH TUTOR

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE

PROBLEM: DOES NOT ASK QUESTIONS

SOLUTION: PRACTICE WITH TUTOR

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE

SOLUTION STEPS/TIMELINE

PROBLEM: _____
SOLUTION: _____

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE

PROBLEM: _____
SOLUTION: _____

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE

PROBLEM: _____
SOLUTION: _____

STEPS	START DATE	COMPLETION DATE	COMPLETE YES/NO	IF NO, NEW COMP. DATE

POST-TEST - DECISION MAKING

MATCH THESE DEFINITIONS AND TERMS:

- | | |
|---|------------------------|
| 1. A result | _____ a. Timeline |
| 2. Changes | _____ b. Brainstorming |
| 3. The method of developing solutions for
for a problem by gathering as many ideas
as possible. | _____ c. Adjustments |
| 4. A time schedule | _____ d. Consequence |

PUT THESE STEPS FROM THE PROBLEM SOLVING MODEL IN THE CORRECT ORDER BY NUMBERING THEM 1 - 9

- _____ SELECT THE SOLUTION BASED ON CONSEQUENCES.
- _____ ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADJUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.
- _____ NAME THE PROBLEM SPECIFICALLY.
- _____ READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.
- _____ PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.
- _____ BRAINSTORM POSSIBLE SOLUTIONS.
- _____ IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.
- _____ WRITE DOWN CONSEQUENCES OF EACH SOLUTION.
- _____ WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.

ANSWER SHEET

POST-TEST - DECISION MAKING

MATCH THESE DEFINITIONS AND TERMS:

- | | |
|---|---------------------------|
| 1. A result | <u>4</u> a. Timeline |
| 2. Changes | <u>3</u> b. Brainstorming |
| 3. The method of developing solutions for
for a problem by gathering as many ideas
as possible. | <u>2</u> c. Adjustments |
| 4. A time schedule | <u>1</u> d. Consequence |

PUT THESE STEPS FROM THE PROBLEM SOLVING MODEL IN THE CORRECT ORDER BY NUMBERING THEM 1 - 9

- 6 SELECT THE SOLUTION BASED ON CONSEQUENCES.
- 9 ON THE COMPLETION DATE OF EACH TASK, REVIEW WHAT YOU'VE ACCOMPLISHED. IF THE TASK IS COMPLETE, MOVE ON TO THE NEXT TASK. IF IT IS NOT, IDENTIFY WHY NOT. MAKE ANY ADJUSTMENTS THAT ARE NECESSARY, THEN SET A NEW COMPLETION DATE.
- 1 NAME THE PROBLEM SPECIFICALLY.
- 5 READ THE LIST OF POSSIBLE SOLUTIONS AND THEIR CONSEQUENCES.
- 8 PLAN A TIMELINE. SCHEDULE A START AND A COMPLETION DATE FOR EACH TASK.
- 3 BRAINSTORM POSSIBLE SOLUTIONS.
- 2 IF THE PROBLEM HAS MORE THAN ONE PART, BREAK IT INTO PARTS. SOLVE EACH PART SEPARATELY.
- 4 WRITE DOWN CONSEQUENCES OF EACH SOLUTION.
- 7 WRITE DOWN STEPS INVOLVED IN THE SOLUTION. STEPS SHOULD BE SMALL, INVOLVING ONLY ONE TASK.

TEACHER INFORMATION - BILL READING AND PAYING

UNIT OBJECTIVE: Upon completion of this unit, the learner should be able to read utility and credit card bills in order to find amount owed, how a bill is figured, and how to reach the company with questions or requests for assistance.

UNIT DESCRIPTION: This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction
Pre-test

Tuesday: Students receive Information Sheet 1
Teacher talks through information sheet using transparency

Students receive Information Sheet 2
Teacher talks through information sheet using transparency
Students receive Activity 1 (used in class or as homework)

Wednesday: Review/correct Activity 1 using teacher transparency
Students receive Information Sheet 3
Teacher talks through information sheet using transparency

Students receive Information Sheet 4
Teacher talks through information sheet using transparency
Students receive Homework Sheet

Thursday: Review/correct Homework using teacher transparency

Students receive Information Sheet 5 / use transparency
Review/correct Pre-Test using teacher transparency

Friday: Post-Test

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day this week talking about reading and paying bills. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's bills unit and will let me know what you already know about reading and paying bills.

PRE-TEST BILL READING AND PAYMENT

DEFINE THESE TERMS:

1. Correspondence-
2. Remittance-
3. Finance charge-
4. Billing period-
5. Service charge-
6. Minimum payment-
7. Detach-
8. Transaction-
9. Portion-
10. Residential-
11. Prompt-
12. Inquiries-
13. Discontinue-
14. Balance-
15. Credit-

FILL IN THE BLANKS

16. Name 2 ways paying bills on time can help you.

1. _____
2. _____

17. What must you do to get utility service started again if it has been stopped ? _____

18. List 3 places to pay a utility bill

1. _____
2. _____
3. _____

USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:

19. If you mail payment for your water bill on April 5, what amount should you make your check out for ? _____
20. What was A. Student charged for water ? _____
21. What is the measurement of electricity used on this bill ? _____
22. What are the dates included in this electric bill ? _____
23. On the Plastic Money Credit Card Company bill, what is the total amount owed ? _____
24. What is the interest rate charged on this credit card bill ? _____
25. How much money is Plastic Money willing to loan A. Student ?

ANS. SHEET
PRE-TEST BILL READING AND PAYMENT

DEFINE THESE TERMS:

Correspondence- written communication (example: a letter to a company asking a question about your balance)

Remittance- payment

Finance charge- The charge for loaning you money for a short period of time. For example, when you use a credit card to pay for a shirt, the credit card company is loaning you that money. You pay it out in monthly payments. The longer you take to repay their money, the more finance charge you have to pay.

Billing period- the period of time a company holds charges or supplies services for you. For instance, if the billing period for the phone company is March 3 to April 3, that means that the service charge and all the calls you make between those two dates will be on the bill you receive with those dates. If you make a call on April 4 it won't be on that bill, even if they don't mail those bills out until April 6.

Service charge- the amount of money a company charges to supply a service to you

Minimum payment- the smallest amount of money you can pay on a bill

Detach- separate or tear off

Transaction- doing business with a company. For example, making a charge on your credit card is a transaction.

Portion- a part. For example, on a bill "keep this portion" means keep this part

Residential- places people live. Utility companies have different rates for business customers (offices and other places of business) and residential customers (places people live, like apartments or houses).

Prompt- on time

Inquiries- questions

Discontinue- stop

Balance- The total amount of money owed on a bill.

Credit- The amount of money that has been paid on a bill. This amount will be subtracted from the balance owed.

PRE-TEST BILL READING AND PAYMENT

FILL IN THE BLANKS

16. Name 2 ways paying bills on time can help you.

1. SAVE MONEY BY PAYING SMALLER, PROMPT PAY AMOUNT
2. MIGHT SAVE A UTILITY DEPOSIT AT YOUR NEXT ADDRESS

17. What must you do to get utility service started again if it has been stopped? PAY OVERDUE AMOUNT PLUS A START-UP CHARGE

18. List 3 places to pay a utility bill

1. BY MAIL
2. AT A SUBSTATION
3. UTILITY COMPANY OFFICE (DURING BUSINESS HOURS)

USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:

19. If you mail payment for your water bill on April 5, what amount should you make your check out for? \$ 32.57

20. What was A. Student charged for water? \$ 7.57

21. What is the measurement of electricity used on this bill? KWH

22. What are the dates included in this electric bill? FEB. 11 - MAR. 11

23. On the Plastic Money Credit Card Company bill, what is the total amount owed? \$ 110.19

24. What is the interest rate charged on this credit card bill? 13.5%

25. How much money is Plastic Money willing to loan A. Student?
\$ 5,000.00

INFORMATION SHEET 1 - BILL READING AND PAYING

Correspondence- written communication (example: a letter to a company asking a question about your balance)

Remittance- payment

Finance charge- The charge for loaning you money for a short period of time. For example, when you use a credit card to pay for a shirt, the credit card company is loaning you that money. You pay it out in monthly payments. The longer you take to repay their money, the more finance charge you have to pay.

Billing period- the period of time a company holds charges or supplies services for you. For instance, if the billing period for the phone company is March 3 to April 3, that means that the service charge and all the calls you make between those two dates will be on the bill you receive with those dates. If you make a call on April 4 it won't be on that bill, even if they don't mail those bills out until April 6.

Service charge- the amount of money a company charges to supply a service to you

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Prompt- on time

Inquiries- questions

Discontinue- stop

Balance- The total amount of money owed on a bill.

Credit- The amount of money that has been paid on a bill. This amount will be subtracted from the balance owed.

ACTIVITY SHEET 1 BILL READING AND PAYING

MATCH THESE TERMS AND DEFINITIONS

- | | | |
|--|-------|--------------------|
| A. separate or tear off | _____ | 1. correspondence |
| B. the charge on a credit card for unpaid balances | _____ | 2. remittance |
| C. money that has been paid on a bill | _____ | 3. finance charge |
| D. written communication | _____ | 4. billing period |
| E. questions | _____ | 5. service charge |
| F. the amount of money a company charges to supply a service | _____ | 6. minimum payment |
| G. on time | _____ | 7. detach |
| H. the period of time on a bill between which all charges are made | _____ | 8. transaction |
| I. a part | _____ | 9. portion |
| J. rates charged by utility companies for places people live | _____ | 10. balance |
| K. stop | _____ | 11. residential |
| L. the smallest amount of payment listed on a bill | _____ | 12. inquiries |
| M. the total amount of money owed on a bill | _____ | 13. discontinue |
| N. payment | _____ | 14. credits |
| O. doing business with a company | _____ | 15. prompt |

ACTIVITY SHEET 1 BILL READING AND PAYING

MATCH THESE TERMS AND DEFINITIONS

- | | | |
|--|----------|--------------------|
| A. separate or tear off | <u>D</u> | 1. correspondence |
| B. the charge on a credit card for unpaid balances | <u>N</u> | 2. remittance |
| C. money that has been paid on a bill | <u>B</u> | 3. finance charge |
| D. written communication | <u>H</u> | 4. billing period |
| E. questions | <u>F</u> | 5. service charge |
| F. the amount of money a company charges to supply a service | <u>L</u> | 6. minimum payment |
| G. on time | <u>A</u> | 7. detach |
| H. the period of time on a bill between which all charges are made | <u>O</u> | 8. transaction |
| I. a part | <u>I</u> | 9. portion |
| J. rates charged by utility companies for places people live | <u>M</u> | 10. balance |
| K. stop | <u>J</u> | 11. residential |
| L. the smallest amount of payment listed on a bill | <u>E</u> | 12. inquiries |
| M. the total amount of money owed on a bill | <u>K</u> | 13. discontinue |
| N. payment | <u>C</u> | 14. credits |
| O. doing business with a company | <u>G</u> | 15. prompt |

(A) Drippy Water Company
City Hall
School, Texas

(B) Account Number 101-0101010-101

(C) Prompt Pay Amount Due \$30.99**

(D) Standard Amount Due \$32.57

(E) 10101010101018000030996000032574000000000888888

(F) A. Student
1000 Lane
School, Tx 70000

(G) **If received in our office by the due date of 04-05-88

(H) PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

(I) PLEASE KEEP THIS PORTION FOR YOUR RECORDS

(J) REGULAR BILL

(K) RESIDENTIAL

(L) CUSTOMER: A. STUDENT ACCOUNT NUMBER 101-1001010-101
SERVICE ADDRESS: 1000 LANE

(M) BILLING DATE: 03-21-88

(N) DAYS SERVED: 27

(O) SERVICE PROVIDED	(P) METER NUMBER	(Q) READ TYPE	(R) READ DATE	(S) USAGE IN 100 GALS.	(T) USAGE CHARGE	(U) CUSTOMER CHARGE	(V) TOTAL	
WATER	10101	READ	8766	8826	60	6.28	1.29	7.57
SEWER	(BASED ON WINTER MONTH'S AVERAGE)				68	14.21	1.65	15.86
SANITATION	(RESIDENCE-ALLEY/CURB WITH 8% TAX)							7.56

UTILITY CHARGES

PROMPT PAY AMOUNT DUE: \$30.99** (W)

DISCOUNT AMOUNT: \$1.58 (X)

STANDARD AMOUNT DUE: \$32.57 (Y)

(Z) **IF RECEIVED IN OUR OFFICE BY THE DUE DATE OF 04-05-88

FOR INQUIRIES ABOUT YOUR BILL PLEASE CALL,
WRITE OR VISIT OUR OFFICE AT CITY HALL.

(A2) BUSINESS HOURS ARE 8:00 A.M. TO
5:00 P.M. MONDAY THROUGH FRIDAY.

CUSTOMER SERVICE 651-1441 EMERGENCY 744-5005
SANITATION 747-2600

- (A) PLEASE ENTER ACCOUNT NUMBER ON ALL CHECKS AND CORRESPONDENCE.
- (B) DETACH AND RETURN THIS PORTION WITH YOUR REMITTANCE.

(C) **PLASTIC MONEY
CREDIT CARD**

ACCOUNT STATEMENT

MINIMUM PAYMENT DUE BY PAYMENT DUE DATE

(D) MONTHLY ACTIVITY SUMMARY	(E) MINIMUM PAYMENT DUE 25.00	(F) PAST DUE AMOUNT .00	(G) PAYMENT DUE DATE 03/28/88	(H) NEW BALANCE 110.19	(I) ACCOUNT NUMBER 00-000000-0	(J) PLEASE WRITE IN AMOUNT OF PAYMENT ENCLOSED \$
------------------------------	-------------------------------	-------------------------	-------------------------------	------------------------	--------------------------------	---

- (K) CHECK HERE IF ADDRESS OR TELEPHONE NUMBER HAS CHANGED
- (L) MAKE CHECK PAYABLE TO:
PLASTIC MONEY
1212 CASHOLA ST.
DOUGH, TX 70000

(M) 001001001001010101010101 H0101010101

(N) PLEASE DETACH HERE

(O) CARDMEMBER NAME A. STUDENT	ACCOUNT NUMBER 00-000000-0			ACCOUNT CHARGES	
(P) PLASTIC REFERENCE NO.	(Q) DATE OF TRANSACTION	(R) DATE OF POSTING	(S) TRANSACTION DESCRIPTION	(T) CHARGES	(U) CREDITS
830303-0	02/12	02/12	PAYMENT RECEIVED - THANK YOU		152.70
030393-0	01/27	02/04	HILLY HOTEL SAN ANTONIO TX INV# 098098	110.19	
ACCOUNT TOTAL				(V) 110.19	(W) 152.70

ACCOUNT SUMMARY	(X) PREVIOUS BALANCE	(Y) +NEW CHARGES	(Z) -PAYMENTS	(A2) -CREDITS	(B2) +FINANCE CHARGE	(C2) +DEBIT ADJUSTMENTS	(D2) =NEW BALANCE
	152.70	110.19	152.70	.00	.00	.00	110.19

(E2) BILL CLOSING DATE	(F2) PAYMENT DUE DATE	(G2) CREDIT LIMIT	(H2) AVAILABLE CREDIT	(I2) AMOUNT OVER CREDIT LIMIT	(J2) PAST DUE AMOUNT	(K2) MINIMUM PAYMENT DUE
03/03/88	03/28/88	5,000	4,890	.00	.00	25.00

FINANCE CHARGE	(L2) NUMBER OF DAYS THIS BILLING PERIOD	(M2) X DAILY PERIODIC RATE(%)	(N2) X AVERAGE BALANCE	(O2) =FINANCE CHARGE	(P2) CURRENT ANNUAL PERCENTAGE RATE	THANK YOU
	PURCHASES 29	.037%	.00	.00	13.500%	
CASH ADVANCE 29	.037%	.00	.00	13.500%		

(Q2) IF YOU HAVE A QUESTION ABOUT YOUR ACCOUNT, CALL 1-800-000-0000

(B) THE ELECTRIC COMPANY
1500 LIGHT ST.
SCHOOL, TX 70000

(A) PLEASE RETURN THIS PORTION WITH YOUR PAYMENT

(C) 101041010101000000094100000000001

(D) 410101 01 01

(E) AMOUNT DUE
\$94.10

(F) CAR-RT SORT **CR08

(G) ACCOUNT NUMBER

410101 01 01

(H) A. STUDENT
1000 LANE
SCHOOL, TX 70000

(I) CURRENT BILL PAST DUE AFTER
APR 04 1988

(J) A. STUDENT
1000 LANE

(K) ACCOUNT NUMBER: 410101 01 01

(L) RESIDENTIAL RATE R

(M) 101041010101000000094100000000001

(N) DESCRIPTION

AMOUNT

YOUR AVERAGE DAILY ELECTRICAL SERVICE
ELECTRICAL COST WAS \$3.24

\$94.10

(O) COGENERATION POWER COST - \$0.001351 PER KWH

(P) KWH USED - 1898

(Q) METER READINGS
PREVIOUS PRESENT MULTIPLIER
80066 81964

(S) METER NUMBER
10101010

(T) SERVICE PERIOD
FEB 11 1988 TO MAR 11 1988

(R) TOTAL AMOUNT DUE \$94.10

(U) CURRENT BILL PAST DUE AFTER
APR 04 1988

FOR INFORMATION CONTACT US AT

(V) 1500 LIGHT ST. PHONE 555-0000
SCHOOL, TX 70000

(W) KEEP THIS PORTION FOR YOUR RECORDS

STUDENT INFORMATION SHEET 2 - BILL READING AND PAYING PARTS OF A WATER BILL

- A: Name and address of the company supplying your service
- B: The number used by the company on all your records
- C: The amount you owe if your payment is received at the company by the due date listed on your bill.
- D: The amount you owe if your payment will be received by the company after the due date listed on your bill.
- E: The number used by the company's computer. It includes your account number, the prompt pay amount, and the amount due after the prompt pay date.
- F: The name and address of the person receiving service.
- G: The date the company must receive your payment if you are going to pay the lower, prompt pay amount.
- H: Tear off this part and send it in with your payment.
- I: Keep this part with your home budget records.
- J: This is a regular monthly bill. It is not a start-up bill with added charges or a notice of overdue payment.
- K: This is service to a place people live, not to a business.
- L: The name, address, and account number of the person receiving service.
- M: The date the bill was prepared.
- N: The number of days of service you are paying for on this bill.
- O: A list of the kinds of service provided. This bill covers 3 services: water, sewer, and sanitation.
- P: The meter number for this customer.

Q: The meter reading at the beginning of this billing cycle. February 23, 1988 was the first day covered under the charges listed on this bill.

R: The meter reading at the end of this billing cycle. March 21, 1988 was the last day covered under the charges listed on this bill.

S: The number of gallons of water used during this billing period. This number list should be multiplied by 100. In this example, the number of gallons used is 60 X 100 = 6,000 gallons.

T: The charge for the gallons used.

U: A monthly maintenance charge. This covers maintenance of the meter and any other equipment used in delivering service.

V: The total amount charged for each service. On this bill the totals are: water \$7.57, sewer \$15.86, and sanitation \$7.56. Adding these three together will give you the whole bill total of \$30.99.

W: The amount owed if received in the company's office by the due date.

X: The amount you will save if you pay by the due date.

Y: The amount owed if received in the company's office after the due date.

Z: The date the bill is due to be in the company's office.

A2: A list of the ways to reach the company if you should have questions. Phone numbers are listed, as well as, the location of the company's office and the hours they are open for business.

INFORMATION SHEET 3 - BILL READING AND PAYING PARTS OF AN ELECTRIC BILL

- A: Send this part of the bill in to the company with your payment.
- B: The name and address of the company selling you service.
- C: A number used by the company's computer. It includes your account number and the bill total.
- D: The account number of the person receiving service.
- E: The amount owed to the company for this month's electric service.
- F: A number used by the company in identifying and locating this account information.
- G: Your account number.
- H: The name and address of the person receiving service.
- I: The company must receive payment by this date or the bill will be considered overdue.
- J: The customer's name and address.
- K: The customer's account number.
- L: This bill is for a residence (a place people live) not for a place of business.
- M: The same computer number as in C above.
- N: This description tells that this bill is for electrical service. The total monthly charge is \$94.10. This average daily cost for this service was \$3.24. The total of \$94.10 divided by 29 (the number of days of service covered in this bill) equals the average daily cost.
- O: This is a fuel charge (coal, gas, or oil) passed on to the customer

P: KWH stands for kilowatt-hour. This is a measurement used for electricity. One kilowatt is equal to 1,000 watts. A KWH is the energy resulting from one kilowatt acting for one hour.

Q: This gives the beginning and ending meter readings for this month's bill. This month's service started where last month's service left off: at 80066. The reading for the last day of this month's service is 81964. Subtract the end reading from the beginning reading and the answer will be the KWH reported in P. $(81964 - 80066 = 1898)$

R: The amount of money owed on this month's electrical service bill.

S: This is the meter number read to compute this customer's bill.

T: This bill is for electrical service from February 11 to March 11, 1988.

U: The company must receive payment by this date or the bill will be considered overdue.

V: The address and the phone number of the company is listed here in case you need to get in touch with them.

W: Keep this part of the bill for your home budget records.

**INFORMATION SHEET 4 - BILL READING AND PAYING
PARTS OF A CREDIT CARD BILL**

A: The account number should be written on payment checks and on any letters written to this company.

B: Tear this top part off and send it in with the payment.

C: This is the name of the company.

D: This lists all the charges and payments made during this billing period.

E: The smallest amount which should be paid for this bill is \$25.00.

F: If any charges from previous months have not been paid they will be listed here.

G: The payment for this bill should be received by this company by March 28, 1988.

H: The total owed to the company is \$110.00.

I: This is the account number for the person who uses this credit card.

J: In the space after the \$, the person paying the bill should write in the amount of the payment being sent to the company.

K: Checking this box will let the company know that your records must be changed. Notify your credit card companies as soon as possible about address changes. If bills are sent to old addresses and then forwarded to your new address, you might not receive the bill until after the due date. This will cause you to have a poor credit payment record. It is your responsibility to send your new address in time for bills to be changed.

L: This is the address to which payment on this bill should be sent.

M: This is a number used by the company's computer records.

N: Tear the lower part off and keep it with your home budget records.

O: The name and address of the person owning this credit card.

P: The numbers in this column are the numbers that Plastic Mondy Credit Card Company will use to record this transaction.

Q: Dates listed in this column tell when each transaction (or business dealing) was made.

R: Dates listed in this column tell when the notice of a charge or a payment was received by the company.

S: This column describes each transaction.

T: All charges made on this credit card during this month will be listed in this column.

U: All credits (payments) for this account will be listed in this column. If you overpaid on the previous month's bill the amount over the actual bill amount will be listed here. If you returned an item which was purchased with this credit card, the store might give you the money the item cost, which means you will still have to pay the credit card company back, or the store may "credit your account" meaning that the amount that the item cost will be in the credit column and will be subtracted from your bill.

V: The total of all charges for the month.

W: The total of all credits for the month.

X: The total amount owed on last month's bill.

Y: The charges made during this month.

Z: The payments made on last month's bill and any other payments you may have sent in during this month.

A2: Any credits during this month.

B2: The money charged by the company on any money still owed from last month.

C2: Any other charges made to your account by the credit card company.

D2: The balance (money owed) for this bill.

E2: The last day that charges were made to this month's bill. Any charges made after March 3, 1988 will on next month's bill.

F2: The payment for this bill should be received by the company by March 28 1988.

G2: This customer can make charges up to the total amount of \$5000.00. The balance of the account cannot go over \$5000.00.

H2: This customer could charge up to \$4,890 more on this credit card.

I2: For this account, this number would be any balance over \$5000.00

J2: Any amount still owed from last month's bill.

K2: The smallest amount which should be paid on this bill.

L2: The number of days during which charges and credits were included in this bill.

M2: The daily finance charge rate

N2: The average daily balance.

O2: The total monthly charge for use of Plastic Money Credit Card Company's money. Finance charge is only added to the money not paid off last month. For instance, if this customer had paid only the minimum payment last month instead of the total owed, a finance charge on the amount still owed after the minimum payment had been made would have been added to this bill.

P2: The anual percentage rate on this credit card is 13.5%

Q2: This is the number a customer can call if they have questions or comments about their bills.

HOMEWORK - BILL READING AND PAYING

USE THE WATER BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. What is the prompt pay due date ? _____
2. What time period does this bill cover ? _____
3. How much was sewer service ? _____
4. How much will you save by paying the prompt pay amount ? _____
5. If you have a water service emergency, what number should you call ? _____

USE THE ELECTRIC BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. Do you return the upper portion or the lower portion of this bill with your payment? _____
2. If you put your check in the mail on April 4 will it be an on-time payment ? _____
3. How much should your past due date remittance for this bill be ? _____
4. Is this bill based on residential or commercial rate ? _____
5. What was the beginning meter reading for this bill ? _____

USE THE CREDIT CARD BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS

1. What is the smallest payment amount listed ? _____
2. How much should you write your check for if you want to pay all you owe to Plastic Money ? _____
3. How many transactions are listed on this month's bill ? _____
4. If you pay \$50.00 on this bill, you will be charged a finance charge on what amount ? _____
5. What was last month's balance ? _____

HOMEWORK - BILL READING AND PAYING

USE THE WATER BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. What is the prompt pay due date ? **4-5-88**
2. What time period does this bill cover ? **27 DAYS**
3. How much was sewer service ? **\$15.86**
4. How much will you save by paying the prompt pay amount ? **\$1.58**
5. If you have a water service emergency, what number should you call ? **744-5005**

USE THE ELECTRIC BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS:

1. Do you return the upper portion or the lower portion of this bill with your payment? **UPPER**
2. If you put your check in the mail on April 4 will it be an on-time payment ? **NO**
3. How much should your past due date remittance for this bill be ? **\$94.10**
4. Is this bill based on residential or commercial rate ? **RESIDENTIAL**
5. What was the beginning meter reading for this bill ? **80066**

USE THE CREDIT CARD BILL FROM YOUR PACKET TO ANSWER THESE QUESTIONS

1. What is the smallest payment amount listed ? **\$25.00**
2. How much should you write your check for if you want to pay all you owe to Plastic Money ? **\$110.19**
3. How many transactions are listed on this month's bill ? **2**
4. If you pay \$50.00 on this bill, you will be charged a finance charge on what amount ? **\$60.19**
5. What was last month's balance ? **\$152.70**

**INFORMATION SHEET 5 - BILL READING AND PAYING
HINTS FROM UTILITY COMPANY CUSTOMER SERVICE WORKERS**

1. Open and read your bill as soon as you get it in the mail so that you can arrange to pay the bill by the due date.

2. Utility bills can be paid at substations in the community. These payment substations are located in some food stores and at some department stores. These substations usually have a handling charge. For example, Sears charges 50¢ for each bill they handle. They will only take bill payment if it is on time. They do not accept overdue or late payments.

3. A good payment rating on utility bills can be very helpful to you. If you move and need to start-up new utilities, the new company will check your past utility record. If it is good, they may let you begin your new service without a deposit. So paying your bills on time not only saves you money through the prompt-pay discount, but it can also save future deposit payments.

4. Non-payment of utility bills will result in the company discontinuing (stopping) service to your house. That means no more electricity, or water, or gas (whichever bill was not paid). When you do pay the bill so that you can get service again, you also have to pay a hook-up charge. When you are short on money this can really be a problem. Speaking of short on money. . . .

5. What should you do if you can't pay all of your bill? The customer service people all said the same thing --- Call Us ! They would much rather help you set up an extended payment plan than lose the money you owe them.

A QUICK LESSON IN READING YOUR ELECTRIC METER

Some people think reading an electric meter is complicated. But if you'd like to keep your own records of electric usage, it's actually easy to do.

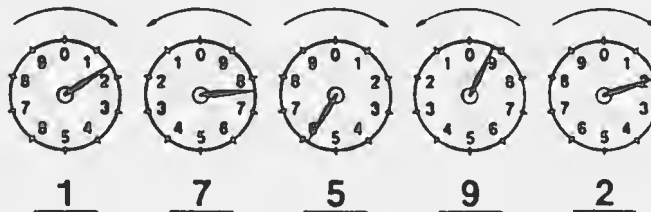
To begin with, you read the dials backwards. In other words, from right to left.

In the example, you start at the right dial, where the pointer is on "2." The next dial reads "9"—not "0"—because you always write down the number the pointer has just passed, not the one that it is moving towards.

Reading all the dials in the example, the end result is "17592." You'll notice that, even though the meter is initially read back-

wards, it's written as the dials are lined up.

This reading would represent the total kilowatt-hours registered on the meter. To determine usage, you would subtract the previous month's reading from this number.



Reading your electric meter on a monthly basis can help you verify your bill, and check on your energy saving efforts.



POST-TEST BILL READING AND PAYING

MATCH THESE DEFINITIONS AND TERMS

- | | |
|--|-----------------------------|
| A. separate or tear off | <u>D</u> 1. correspondence |
| B. the charge on a credit card for unpaid balances | <u>N</u> 2. remittance |
| C. money that has been paid on a bill | <u>B</u> 3. finance charge |
| D. written communication | <u>H</u> 4. billing period |
| E. questions | <u>F</u> 5. service charge |
| F. the amount of money a company charges to supply a service | <u>L</u> 6. minimum payment |
| G. on time | <u>A</u> 7. detach |
| H. the period of time on a bill between which all charges are made | <u>O</u> 8. transaction |
| I. a part | <u>I</u> 9. portion |
| J. rates charged by utility companies for places people live | <u>M</u> 10. balance |
| K. stop | <u>J</u> 11. residential |
| L. the smallest amount of payment listed on a bill | <u>E</u> 12. inquiries |
| M. the total amount of money owed on a bill | <u>K</u> 13. discontinue |
| N. payment | <u>C</u> 14. credits |
| O. doing business with a company | <u>G</u> 15. prompt |

FILL IN THE BLANKS

16. Name 2 ways paying bills on time can help you.

1. SAVE MONEY BY PAYING, SMALLER PROMPT PAY AMOUNT
2. MIGHT SAVE A UTILITY DEPOSIT AT YOUR NEXT ADDRESS

17. What must you do to get utility service started again if it has been stopped?

PAY OVERDUE AMOUNT PLUS START-UP CHARGE

18. List 3 places to pay a utility bill

1. by mail
2. at a substation
3. utility company office (during business hours)

USE YOUR BILL PACKET TO ANSWER THE FOLLOWING QUESTIONS:

19. If you mail payment for your water bill on April 5, what amount should you make your check out for? \$ 32.57
20. What was A. Student charged for water? \$ 7.57
21. What is the measurement of electricity used on this bill? KWH
22. What are the dates included in this electric bill? FEB. 11 - MAR. 11
23. On the Plastic Money Credit Card Company bill, what is the total amount owed? \$ 110.19
24. What is the interest rate charged on this credit card bill? 13.5%
25. How much money is Plastic Money willing to loan A. Student?
\$ 5,000.00

TEACHER INFORMATION SHEET - APARTMENT RENTAL

UNIT OBJECTIVE: Upon completion of this unit, the learner should be able to match terms related to apartment rental to their definitions, define abbreviations used in newspaper ads, and list three considerations that should be made in selecting an apartment.

UNIT DESCRIPTION: This one week unit is designed to take about 15 minutes of instructional time each day. All necessary materials are included in the instructional packet. The following is an outline of the week's lessons:

Monday: Brief unit introduction
Pre-Test

Tuesday: Students receive Information Sheet 1
Teacher walks through information sheet using transparency
Students receive/complete Activity 1

Wednesday: Review/correct Activity 1
Students receive Information Sheet 2
Assign Activity 2 as homework

Thursday: Review/correct Activity 2
Review/correct Pre-Test

Friday: Post-Test

SUGGESTED INTRODUCTION TO UNIT:

We are going to spend a few minutes each day this week talking about renting an apartment. This will not be a part of our usual class lessons, it is meant to be an "extra" that will be helpful for you when you leave school and live on your own. We'll start the unit today with a pre-test. This test score will not be recorded. It will be used to let you know what kinds of things will be included in this week's apartment rental unit and let me know what you already know about apartment rental.

PRE-TEST APARTMENT RENTAL

DEFINE THESE TERMS:

Efficiency-

Studio-

Flat-

Duplex-

4plex-

Lease-

Deposit-

Utilities-

Apartment locator-

WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?

rm-

bdrm-

hardwoods-

CH/A-

lg-

W/D-

WBFP-

FILL IN THE BLANKS

List 3 things you should consider before renting an apartment.

1. _____
2. _____
3. _____

— ANSWER SHEET —
PRE-TEST APARTMENT RENTAL

DEFINE THESE TERMS:

Efficiency-

Studio-

Flat-

USE INFORMATION SHEET 1 , pg. 1
TRANSPARENCY

Duplex-

4plex-

Lease-

Deposit-

Utilities-

Apartment locator-

WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?

rm-

bdrm-

hardwoods-

USE INFORMATION SHEET 1 , pg 2
TRANSPARENCY

CH/A-

lg-

W/D-

WBFP-

FILL IN THE BLANKS

List 3 things you should consider before renting an apartment.

1. Who pays utility bills? - How are they figured?
2. Do you understand EVERYTHING in the lease?
3. Location of apartment (transportation availability and trip time to school or work)

INFORMATION SHEET 1 APARTMENT RENTAL

THESE ARE TERMS YOU WILL SEE AND HEAR USED WHEN LOOKING FOR AN APARTMENT:

Efficiency-an apartment without a separate bedroom. The living area usually has a couch that converts to a bed.

Studio-an apartment with two floors (an upstairs and downstairs)

Flat-an apartment with only one floor

Duplex-one building that contains two separate apartments who share one wall

4plex-one building that contains four separate apartments

Lease-The contract that tells what conditions the renter of an apartment must meet. The lease lists the amount of monthly rent, specific things that will not be allowed (example: pets), how many months the renter has agreed to rent the apartment, and any other conditions set by the owner.

Deposit-The amount of money a person must pay before moving into an apartment. In some cases, the deposit will be returned after the lease is over. This is always dependent on conditions of the lease being met.

Utilities-Services usually offered by public companies, such as, water, power (electricity and sometimes gas), sanitation, and phone.

Apartment locators-companies that help people find apartments. They have information about location, type, and price. This service is usually free to persons looking for an apartment. The apartment owners pay the locator service. However, ask if there is a fee for this service before you choose a company.

Classifieds-the section of newspapers and magazines in which to look for listings of apartments for rent.

Apartment complex- a whole group of apartment buildings at one place and under the same management

THESE ARE ABBREVIATION AND TERMS YOU WILL SEE USED IN ADVERTISEMENTS FOR APARTMENTS FOR RENT:

rm- room

bdrm- bedroom

2/2 or 2/1- the numbers may change, but usually these numbers with slashes mean the number of bedrooms and the number of bathrooms. For example, 2/1 means an apartment with two bedrooms and one bathroom.

CH/A- central heating and airconditioning

lg.- large

WBFP- wood burning fire place

apt.- apartment

hardwoods- hardwood floors

minis- mini blinds on the windows

W/D- washer and dryer (sometimes this means that each apartment has washer and dryers and sometimes it means that the apartment complex has a laundry room)

+ electric- if you see this after the amount of rent, for example, \$350 + electric, it means that you pay monthly rent of \$350 plus you pay your own monthly electric bill. Sometimes you will see this in an advertisement as just +. For example, \$350+ would mean a rent payment of \$350 plus utilities.

ACTIVITY SHEET 1 APARTMENT RENTAL

MATCH THESE DEFINITIONS AND TERMS:

1. An apartment without a separate bedroom _____ a. studio
2. A contract listing the conditions for renting an apartment _____ b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment _____ c. utilities
4. An apartment with only one floor _____ d. efficiency
5. One building containing two separate apartments which share a common wall _____ e. 4plex
6. One building containing four separate apartments _____ f. lease
7. An apartment with two floors (an upstairs and a downstairs) _____ g. deposit
8. A company that helps people find the kind of apartment they would like to rent _____ h. apartment locator
9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. _____ i. flat

HOW WOULD THESE TERMS BE ABBREVIATED IN NEWSPAPER ADS ?

10. apartment _____
11. large _____
12. central heating and airconditioning _____
13. room _____
14. 2 bedrooms and 1 bathroom _____

15. wood burning fireplace _____

16. washer and dryer _____

WHAT DO THESE APARTMENT TERMS MEAN ?

17. minis _____

18. hardwoods _____

19. \$275 +electric _____

20. 6 month lease _____

ACTIVITY SHEET 1 APARTMENT RENTAL

MATCH THESE DEFINITIONS AND TERMS:

1. An apartment without a separate bedroom 7 a. studio
2. A contract listing the conditions for renting an apartment 5 b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment 9 c. utilities
4. An apartment with only one floor 1 d. efficiency
5. One building containing two separate apartments which share a common wall 6 e. 4plex
6. One building containing four separate apartments 2 f. lease
7. An apartment with two floors (an upstairs and a downstairs) 3 g. deposit
8. A company that helps people find the kind of apartment they would like to rent 8 h. apartment locator
9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. 4 i. flat

HOW WOULD THESE TERMS BE ABBREVIATED IN NEWSPAPER ADS ?

10. apartment apt.
11. large lg.
12. central heating and airconditioning CH/A
13. room rm.
14. 2 bedrooms and 1 bathroom 2/1

15. wood burning fireplace WBFP

16. washer and dryer W/D

WHAT DO THESE APARTMENT TERMS MEAN ?

17. minis mini blinds on the windows

18. hardwoods hardwood floors

19. \$275 +electric you pay \$275 monthly rent and you pay the electric bill

20. 6 month lease a contract to rent an apartment for 6 months

INFORMATION SHEET 2 APARTMENT RENTAL

Take a practice drive from the apartment you'd like to rent, to your job or school - at the time you'll usually be making the trip. A trip that's "ok" during the weekend might be awful during the week at rush-hour time.

If your lease states that you must pay for any damages to the apartment at the time you move out, make certain that the condition of the apartment when you move in is recorded accurately.

Get renters' insurance that will cover theft and vandalism to your apartment.

Be sure to ask who pays utility bills and how the bills are figured. In some apartments there is only one electric meter, so the total bill for all the apartments is divided equally among the renters. In other apartments, each apartment has its own meter so each person pays his/her own bill. You have no control over how other people use electricity, but you can control your own bill by wise use of electricity.

Do not sign a lease until you understand everything in it. Take someone with you who does understand leases, or take a copy to someone you trust who can help you.

Remember that you will have to pay a deposit as well as the first months' rent before you can move into most apartments. Have this money saved and ready to pay before you go to sign a lease.

If you are going to have a roommate, decide how you are going to handle the lease. Can both of you sign, or just one of you? Ask each apartment manager about this because the answer varies. Make certain you both agree on how rent will be divided, how bedrooms will be chosen, and how other bills will be divided. How much notice must you give each other if one of you decides to move out? Try to answer as many of these kinds of questions ahead of time as you can.

ACTIVITY SHEET 2 APARTMENT RENTAL

ANSWER THE FOLLOWING QUESTIONS ABOUT THESE "APARTMENT FOR RENT" NEWSPAPER ADS:

Ad A:

A nice efficiency to live in. Near downtown and bus.

1. Describe the kind of apartment this offers.

Ad B:

Nice 2/1, CH/A, locked parking \$335 + electric

2. How many bedrooms does this apartment have? _____

3. What does CH/A mean ? _____

4. What does \$335 + electric mean ? _____

Ad C:

Spacious 1 bdrm, WBFP, W/D, pool and lg. closets

5. Write this ad without using abbreviations.

Ad D:

Lg. 2/1 in quiet, secure 4plex, hardwoods, ceiling fan, minis, free W/D, \$500 +

6. What does 2/1 mean ? _____

7. What is a 4plex ? _____

8. What are hardwoods ? _____

ACTIVITY SHEET 2 APARTMENT RENTAL

ANSWER THE FOLLOWING QUESTIONS ABOUT THESE "APARTMENT FOR RENT" NEWSPAPER ADS:

Ad A:

A nice efficiency to live in. Near downtown and bus.

1. Describe the kind of apartment this offers.

No separate bedroom

Ad B:

Nice 2/1, CH/A, locked parking \$335 + electric

2. How many bedrooms does this apartment have? 2

3. What does CH/A mean? central heating and air conditioning

4. What does \$335 + electric mean? monthly rent is \$335 plus the electric bill for that month

Ad C:

Spacious 1 bdrm, WBFP, W/D, pool and lg. closets

5. Write this ad without using abbreviations.

Spacious one bedroom, wood burning fireplace, washer and dryer, pool and large closets.

Ad D:

Lg. 2/1 in quiet, secure 4plex, hardwoods, ceiling fan, minis, free W/D, \$500 +

6. What does 2/1 mean? 2 bedrooms and 1 bathroom

7. What is a 4plex? one building that contains 4 separate apartments

8. What are hardwoods? hardwood floors

POST-TEST APARTMENT RENTAL

MATCH THESE DEFINITIONS AND TERMS:

1. An apartment without a separate bedroom _____ a. studio
2. A contract listing the conditions for renting an apartment _____ b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment _____ c. utilities
4. An apartment with only one floor _____ d. efficiency
5. One building containing two separate apartments which share a common wall _____ e. 4plex
6. One building containing four separate apartments _____ f. lease
7. An apartment with two floors (an upstairs and a downstairs) _____ g. deposit
8. A company that helps people find the kind of apartment they would like to rent _____ h. apartment locator
9. Services usually offered by a public company, such as, water, electricity, gas, and sanitation. _____ i. flat

FILL IN THE BLANKS

List 3 things you should consider before renting an apartment.

1. _____
2. _____
3. _____

WHAT DO THESE NEWSPAPER AD TERMS AND DEFINITIONS MEAN?

rm-

bdrm-

hardwoods-

CH/A-

lg-

W/D-

WBFP-

POST-TEST APARTMENT RENTAL

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2. A contract listing the conditions for renting an apartment 5 b. duplex
3. The amount of money that must be paid by a renter before moving into an apartment 9 c. utilities
4. An apartment with only one floor 1 d. efficiency
5. One building containing two separate apartments which share a common wall 6 e. 4plex
6. One building containing four separate apartments 2 f. lease
7. An apartment with two floors (an upstairs and a downstairs) 3 g. deposit
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