Instructors can use the presentation, slides, handouts, and note pages in conjunction with the following outline.

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| **MI** | **Outline** | **Notes to Instructor** |
|  | I. Discovery A. Ask students to provide examples of a purchase they recently made or an item they sold to someone B. Ask students of a time they did not believe an exchange made was legal or ethical | Share personal experiences of exchange,both good and bad. |
|  | II. Introduction  A. Why is legal financial exchange important  1. Discuss economic impact  2. Review legal factors associated with exchange  3. Identify personal responsibility of legal exchange  | Use the terms listed to review definitionsand locate websites discussing specificlaws or legal cases related to monetaryexchange. |
|  | III. Guided Practice A. Provide students with an article or document related to legal exchange B. Discuss the information as a whole group to identify new knowledge obtained | Use a site such as<http://www.sec.gov/about/whatwedo.shtml>to locate a related article or documentregarding exchange |
|  | IV. Independent Practice A. Financial Exchange Laws – Complete assignment in pairs or independently | Use the instructions and rubric to evaluatestudent’s performance |
|  | V. Extension A. What are the Terms? – complete independently to review laws, determine terms, and practice formal writing | Use the enrichment activity to expandstudent learning and evaluation ofinformation |
|  | VI. Summary A. Review lesson objectives B. Check for understanding | Conduct a class discussion to reviewinformation obtained from the lesson and revisit areas lacking comprehension |

