







# Economics

## East Chicago Central High School

## Economics

### Units of Study

<a href="#">Unit 1:</a>	Scarcity	 XX Weeks
<a href="#">Unit 2:</a>	Economic Systems	 XX Weeks
<a href="#">Unit 3:</a>	The Free Enterprise System	 XX Weeks
<a href="#">Unit 4:</a>	Demand	 XX Weeks
<a href="#">Unit 5:</a>	Supply	 XX Weeks
<a href="#">Unit 6:</a>	Prices	 XX Weeks

### Appendices

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#### **Appendix A:** Curriculum Refinement Form

#### **Trade Literacy Assessments:**

- [Trade Barriers Teacher Document](#)
  - [Trade Barriers Student Document](#)
- [Free Trade Teacher Document](#)
  - [Free Trade Student Document](#)

# Standards Breakdown

**Green:** Priority Standards

**Pink:** Supporting Standards

**Gray:** Additional Standards

		UNITS					
		1	2	3	4	5	6
Scarcity and Economic Reasoning	1						
	2	●					
	3	●	●				
	4	●					
	5	●					
	6						
	7		●				
	8						
	9						
	10			●			
Supply and Demand	1				●	●	
	2	●	●	●	●	●	
	3				●		
	4						
	5				●	●	●
	6			●			
	7						
Market Structures	1						
	2						
	3				●	●	
	4						
	5						●
	6						
Role of Government	1			●			
	2			●			
	3			●			
	4						
	5						
	6		●				
	7						
National Economic Performance	1			●			
	2	●		●			
	3						
	4						
	5						
	6						
	7						
	8						
Money and the Role of Financial Institutions	1						
	2						
	3						
	4						
	5						

STANDARDS

6							
7							
8							●

Economic Stabilization	1						
	2						
	3						
	4						
	5						
	6						

Trade	1						
	2						
	3						
	4						
	5						

Content Area Literacy	1.1	●	●	●	●	●	●
	1.1	●	●	●	●	●	●
	1.2					●	
	1.2					●	
	2.1						
	2.1						
	2.2	●	●	●	●		●
	2.2	●	●	●	●		●
	2.3						
	2.3						
	3.1	●	●	●	●	●	●
	3.1	●	●	●	●	●	●
	3.2						
	3.2						
	3.3	●	●	●	●	●	●
	3.3	●	●	●	●	●	●
	4.1						
	4.1						
	4.2						
	4.2						
	4.3						
	4.3						
	5.1						
	5.1						
	5.2						
	5.2						
	6.1						
	6.1						
	6.2						
	6.2						
7.1							
7.1							
7.2							
7.2							
7.3	●	●	●	●	●	●	

**General Description of the Unit**

**Literacy Assessments:**

- [Voluntary Exchange Teacher Document](#)
- [Voluntary Exchange Student Document](#)
  
- [Scarcity & PPC Teacher Document](#)
- [Scarcity & PPC Student Document](#)

**Priority Standards**

- **E.1.5:** Define scarcity and explain how choices incur opportunity costs and trade-offs.
- **E.5.2:** Recognize that a country’s overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.

**Supporting Standards**

- **E.1.2:** Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.
- **E.1.3:** Identify incentives and explain how they influence economic behavior and decision-making.
- **E.1.4:** Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.
- **E.2.2:** Recognize that consumers ultimately determine what is produced in a market economy.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- Students will understand that productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose things and give up others.
- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.

**Essential Questions**

- How does scarcity force people to make economic choices?
- How does opportunity cost affect decision making?
- How does a nation decide what and how much to produce?

**Key Concepts**

Economics is the study of how people seek to satisfy their needs and wants by making choices among scarce resources  
 Every economic decision we make involves trade-offs; the most desirable choice given up is the opportunity cost.  
 Production possibilities curves are important tools for decision makers to make the most efficient use of resources.

**Related Concepts**

- Scarcity is the constant condition in which only limited amounts of goods and services are available to meet unlimited needs and wants
- Entrepreneurs combine resources to produce goods or services
- The factors of production are land, labor, and capital.
- Each choice we make involves trade-offs

**Vocabulary**

Need  
 Want  
 goods  
 services  
 scarcity  
 economics  
 shortage  
 entrepreneur  
 Factors of Production  
 Trade off  
 Guns or Butter  
 Opportunity Costs  
 Thinking at the Margin

	<ul style="list-style-type: none"> <li>● Opportunity cost is the most desirable alternative given up due to a trade-off.</li> <li>● Thinking at the margin involves deciding whether to use one more or one less unit of a resource</li> <li>● Production possibilities curves show alternative ways to use resources</li> <li>● production possibilities show how efficiently an economy uses resources, results of economic growth,, and costs of each production choice</li> <li>● Adopting new technology can improve efficiency and create economic growth.</li> </ul>	<p>Cost/Benefit Analysis  Marginal Cost  Marginal Benefit  Production Possibilities Curve  Production Possibilities Frontier  Efficiency  Underutilization  Law of Increasing Costs</p>
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>● Interactive Chart: What Kind of Business Would You Create?</li> <li>● Interactive Chart: Which Would You Choose?</li> <li>● Interactive Gallery: Trade-Offs</li> <li>● Interactive Chart: Production Possibilities</li> <li>● Interactive 3-D Model: The Law of Increasing Costs</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>● Text 1: Production Possibilities</li> <li>● Text 2: Changing Production Possibilities</li> <li>● Text 1: Making Decisions</li> <li>● Text 2: Opportunity Cost</li> <li>● Text 3: Thinking at the Margin</li> <li>● Text 1: Production Possibilities</li> <li>● Text 2: Changing Production Possibilities</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Flipped Video: Needs Versus Wants</li> <li>● Flipped Video: Opportunity Costs</li> <li>● Flipped Video: Trade-offs</li> </ul>
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**School Resources**

<p><b>Textbook</b>  Economics eText</p>	<p><b>Formative Assessments</b>  Quiz: Scarcity  Quiz: Opportunity Cost and Trade-Offs  Quiz: Production Possibilities Curves</p>
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**General Description of the Unit**

**Literacy Assessments:**

- [Economic Systems Teacher Document](#)
- [Economic Systems Student Document](#)

**Priority Standards**

- **E.1.7:** Describe and compare the various economic systems (traditional, market, command, mixed); explain their strengths and weaknesses.

**Supporting Standards**

- **E.1.3:** Identify incentives and explain how they influence economic behavior and decision-making.
- **E.2.2:** Recognize that consumers ultimately determine what is produced in a market economy.
- **E.4.6:** Explain that government failure occurs when the costs of a policy exceeds its benefits because social or political goals (rather than economic efficiency) are being pursued.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services
- People respond predictably to positive and negative incentives.

**Essential Questions**

- What goals and values affect how a society answers the key economic questions?
- What are characteristics of a free market economy?
- What are the characteristics of a centrally planned economy?
- What are the characteristics of a mixed economy?

**Key Concepts**

Because societies answer the key economic questions differently, multiple economic economic systems have developed

Because people act out of self-interests, competition develops. Competition helps regulate markets and gives producers incentive to produce what consumers want to consume.

Because of the lack of competition and profit incentives, people in centrally planned economies have no reason to produce more, making these economies inefficient and less productive than free-market economies

Because pure market and pure centrally planned economies both

**Related Concepts**

All societies must answer three key questions.

Societies answer the three key questions based on their economic goals and values.

Traditional economies answer these questions based on past practices.

Markets exist so that people can exchange goods and services

In a free market economy, exchanges are voluntary and take place in two broad kinds of markets to form a circular flow.

According to Adam Smith, the free market works because people act out of their own self-interest.

In centrally planned economies, governments answer the key economic questions

**Vocabulary**

economic system  
 factor payment  
 profit  
 safety net  
 standard of living  
 innovation  
 traditional economy  
 market  
 specialization  
 free market economy  
 household  
 firm  
 factor market  
 product market  
 self-interest  
 incentive  
 competition  
 invisible hand  
 consumer sovereignty

<p>have drawbacks, nations tend to have mixed economies</p>	<p>Centrally planned economies do not depend on competition and the profit incentive. Centrally planned economies do not depend on competition and the profit incentive Governments with centrally planned economies have generally failed to meet consumer needs and placed limits on economic freedom Modern market economies generally include a degree of government intervention in order to insure fairness and meet certain needs. The United States is a mixed economy where the free market dominates.</p>	<p>centrally planned economy command economy socialism communism authoritarian laissez faire private property mixed economy economic transition privatization free enterprise system</p>
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>● Interactive Chart: Answering the Three Basic Economic Questions</li> <li>● 3-D Model: The Circular Flow Model of a Market Economy</li> <li>● Interactive Chart: Comparing Economic Systems</li> <li>● Interactive Chart: Circular Flow Model of a Mixed Economy</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>● Text 1: Three Basic Economic Questions</li> <li>● Text 2: Economic Goals of Society</li> <li>● Text 1: Why Do Markets Exist?</li> <li>● Text 2: Elements of a Free Market Economy</li> <li>● Text 3: How Markets Self-Regulate</li> <li>● Text 4: Advantages of a Free Market</li> <li>● Text 1: The Features of Central Planning</li> <li>● Text 2: How Socialism and Communism Differ</li> <li>● Text 3: Two Communist Economies</li> <li>● Text 4: Disadvantages of Central Planning</li> <li>● Text 1: The Reasons for Mixed Economies</li> <li>● Text 2: Circular Flow Model of a Mixed Economy</li> <li>● Text 3: Mixed Economies Today</li> <li>● Text 4: The Economy of the United States</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Flipped Video: Answering Key Economic Questions</li> <li>● Flipped Video: Competition</li> <li>● Flipped Video: Case Study, China</li> <li>● Flipped Video: Mixed Economies</li> </ul>
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**School Resources**

<p><b>Textbook</b> Pearson: E-Book</p>	<p><b>Formative Assessments</b> Quiz: Three basic economic questions Quiz: Free Markets Quiz: Centrally Planned Economies</p>
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**General Description of the Unit**

**Literacy Assessments:**

- [Measures of Economic Performance Teacher Document](#)
- [Measures of Economic Performance Student Document](#)

**Priority Standards**

- **E.2.6:** Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages, and surpluses.
- **E.4.1:** Explain how market failures may result in the underproduction of public goods and explain the role of government in addressing those failures.
- **E.4.2:** Explain how markets under produce public goods and explain why the government has an interest in producing these public goods.
- **E.4.3:** Describe how the government taxes negative externalities (spillovers) and subsidizes positive externalities to resolve the inefficiencies they cause.
- **E.5.1:** Explain measures of a country's economic performance such as gross domestic product (GDP), unemployment, and inflation.
- **E.5.2:** Recognize that a country's overall level of income, employment, and prices is determined by rational spending and production decisions of households, firms, and government.

**Supporting Standards**

- **E.1.10:** Diagram and explain the circular flow of a market economy.
- **E.2.2:** Recognize that consumers ultimately determine what is produced in a market economy.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.
- There is an economic role for government in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.

**Essential Questions**

- What are the benefits of the free enterprise system?
- How does the U.S. government encourage growth and stability?
- Why does a society provide public goods?
- How does the government help the poor?

**Key Concepts**

Under the American free enterprise system, the government aims to

**Related Concepts**

The American free enterprise system is characterized by the profit

**Vocabulary**

profit motive  
open opportunity



<p>protect the public interest by balancing regulation with laws preserving economic freedoms. The economy is influenced by governmental actions. The government provides a public good when the marketplace cannot or will not provide it. The government has a responsibility to provide a safety net for people in need.</p>	<p>motive, open opportunity, legal equality, private property, and the freedom to buy and sell. Consumers influence free enterprise businesses by making their interests known through voluntary exchange. The Constitution guarantees certain rights that underlie our economic freedoms. Conflicts arise when the government exercises its right to take private property for public use. The government both protects and regulates consumers and businesses. Microeconomics is the study of small economic units, while macroeconomics is the study of a country's whole economy. The government collects economic data to predict business cycles. The government creates public policies to promote employment and economic growth, and to ensure a stable economy. Technology, innovation, and a strong work ethic produce America's high productivity rates. The government balances costs and benefits to determine whether to produce a public good. When the free market does not distribute resources efficiently a market failure occurs. The government tries to increase positive externalities and limit negative externalities in the public and private sectors. People living below the poverty threshold cannot afford basic needs. The welfare system includes redistribution programs that provide cash transfers, in-kind benefits, medical benefits, and education. Private agencies provide social services, with and without federal funds. Americans do not agree how to provide and fund welfare services.</p>	<p>legal equality private property rights free contract voluntary exchange interest group patriotism eminent domain public interest public interest public disclosure laws macroeconomics microeconomics gross domestic product business cycle referendum obsolescence patent copyright work ethic public good public sector private sector infrastructure free rider market failure externality poverty threshold welfare cash transfers in-kind benefits grant</p>
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**Resources**

<p><b>Resources &amp; Materials</b></p> <ul style="list-style-type: none"> <li>● Interactive Chart: Basic Characteristics of Free Enterprise</li> <li>● Interactive Timeline: Major Federal Regulatory Agencies</li> <li>● U.S. Constitution: Amendments 5 and 14</li> <li>● Interactive Gallery: Public Goods</li> </ul>	<p><b>Texts &amp; Articles</b></p> <ul style="list-style-type: none"> <li>● Text 1: Basic Characteristics of Free Enterprise</li> <li>● Text 2: Key Roles in the Free Enterprise System</li> <li>● Text 3: Economic Freedom and the Constitution</li> </ul>	<p><b>Videos &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Flipped Video: What is Free Enterprise?</li> <li>● Flipped Video: Supporting Economic Growth</li> <li>● Flipped Video: How the Economy Works</li> </ul>
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- Interactive Before and After: Externalities
- Interactive Graph: Tracking Business Cycles
- Interactive Gallery: Analyzing Technology and Productivity

- Text 4: The Limited Role of Government in the Marketplace
- Text 1: Tracking the Economy
- Text 2: Encouraging Economic Strength
- Text 3: Productivity and the Role of Technology
- Text 1: Public Goods
- Text 2: Market Failures
- Text 3: Externalities
- Text 4: The Poverty Problem

### School Resources

#### Textbook

#### Formative Assessments

- Quiz: Benefits of Free Enterprise
- Quiz: Supporting Economic Growth
- Quiz: Public Goods and Externalities

**General Description of the Unit**

**Literacy Assessments:**

- [Consumerism Teacher Document](#)
- [Consumerism Student Document](#)

**Priority Standards**

- **E.2.1:** Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.
- **E.2.3:** Illustrate how supply and demand determine equilibrium price and quantity.

**Supporting Standards**

- **E.2.2:** Recognize that consumers ultimately determine what is produced in a market economy.
- **E.2.5:** Describe how price elasticity of supply and price elasticity of demand send signals to buyers and sellers.
- **E.3.3:** Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- People respond predictably to positive and negative incentives
- markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

**Essential Questions**

- How does the law of demand affect the quantity demanded?
- Why does the demand curve shift?
- What factors affect elasticity of demand?

**Key Concepts**

If the price of a good increases, the quantity demanded for that good will decrease; if the price of a good's price decreases, quantity demanded for that good by consumers will increase. Demand for a good across a range of prices can be shown in a demand schedule, and graphically represented by a demand curve. Factors other than price can shift the demand curve to the left or to the right. These include, consumer expectations, demographics, consumer tastes, and advertising. Firms can use information about the elasticity of demand of their goods to make intelligent pricing decisions.

**Related Concepts**

Demand is the desire to have a good and the ability to purchase it. As a good's price rises, people demand less of that good; as a good's price falls, people demand more of that good. If the price of a good increases, consumers will increase their demand for substitute goods; if the price of a good decreases, consumers will decrease their demand for substitute goods. Demand schedules show demand for a good across a range of prices. Demand curves are graphic representations of demand schedules. A demand curve shows how demand varies as price changes. Changes in factors other than a good's price can cause a good's

**Vocabulary**

demand  
law of demand  
substitution effect  
income effect  
demand schedule  
market demand schedule  
demand curve  
ceteris paribus  
normal good  
inferior good  
demographics  
complements  
substitutes  
elasticity of demand  
inelastic  
elastic  
unitary elastic  
total revenue

demand curve to shift to the right or left.  
 Price changes in one good can affect demand for related goods.  
 Demand that changes very little in response to a price change is inelastic; demand that changes a great deal in response to a price change is elastic; demand that changes a great deal to a price is elastic  
 a good's elasticity is affected by the availability of substitutes, the relative importance of the good, whether the good is a necessity or a luxury, and the amount of time that has passed since the price changed.  
 Total revenue a firm can make is affected by the elasticity of demand of a given price.

**Resources**

**Resources & Materials**

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**Texts & Articles**

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**Videos & Media**

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**School Resources**

**Textbook**

**Formative Assessments**

**General Description of the Unit**

**Literacy Assessments:**

- [Consumerism Teacher Document](#)
- [Consumerism Student Document](#)

**Priority Standards**

- **E.2.1:** Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.

**Supporting Standards**

- **E.2.2:** Recognize that consumers ultimately determine what is produced in a market economy.
- **E.2.5:** Describe how price elasticity of supply and price elasticity of demand send signals to buyers and sellers.
- **E.3.3:** Demonstrate how firms determine optimum levels of output by comparing marginal cost and marginal revenue.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- Students understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

**Essential Questions**

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**Key Concepts**

**Related Concepts**

**Vocabulary**

**Resources**

**Resources & Materials**

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**Texts & Articles**

- 

**Videos & Media**

- 

**School Resources**

**Textbook**

**Formative Assessments**



**General Description of the Unit**

**Literacy Assessments:**

- [Competition: Price & Quantity Teacher Document](#)
- [Competition: Price & Quantity Student Document](#)

**Priority Standards**

- **E.3.5:** Explain how competition in markets affects price and quantity.
- **E.6.8:** Demonstrate how supply and demand determine equilibrium price and quantity in the financial markets.

**Supporting Standards**

- **E.1.3:** Identify incentives and explain how they influence economic behavior and decision-making.
- **E.2.5:** Describe how price elasticity of supply and price elasticity of demand send signals to buyers and sellers.

**Content Area Literacy Standards**

- **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.
- **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).
- **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research.

**Enduring Understandings**

- Students understand the role of business firms and analyze the various types of market structures in the United States economy.
- Students understand the role of money and financial institutions in a market economy.

**Essential Questions**

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**Key Concepts**

**Related Concepts**

**Vocabulary**

**Resources**

**Resources & Materials**

- 

**Texts & Articles**

- 

**Videos & Media**

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**School Resources**

**Textbook**

**Formative Assessments**