



# Chandler Unified School District

SOC420B Economics  
SY 2023-24



## Course Overview

### Course Description

This course uses inquiry to explore the economic reasoning process to make informed decisions in a wide variety of contexts. Economics is grounded in knowledge about how people, institutions, and societies choose to use resources to meet their wants and needs. The study of economics is approached from many angles and perspectives with a focus on inquiry.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

None

### Course Materials

Pens, pencils, highlighters, notebook or binder with lined paper.

### Adopted Resource(s)

Economics (Pearson), Understanding Economics (McGraw Hill)

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Camille Casteel High School, 24901 S Power Rd, Queen Creek, AZ 85142

### Building principal:

Jayson Phillips  
phillips.jayson@cusd80.com

### Teacher:

Julie Aboud BA Economics, MEd Elementary Education  
aboud.julie@cusd80.com

**Office hours:** Wednesday before school, 6th hour prep, by appointment

## Course Access

This course is taught in-person at Camille Casteel High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

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## Student Conduct, Success, and Responsibilities

### Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](http://cusd80.com/handbooks). Printed copies will be provided upon request.

### Student Responsibilities

Google Classroom:

When absent, it is the student's responsibility to consult Google Classroom to find out what concepts were taught and to obtain and complete missing assignments.

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. If necessary, typical classroom behavior consequences will be implemented. This is the standard progression for discipline:

warning

warning with a phone call

parent-teacher conference

referral.

Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy, teachers will follow this progression to rectify students being late to class:

a warning on their first and second offense.

the teacher will email/call home.

Notify Attendance Interventionist and email/call home.

On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Absences:

Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course.

Our goal is to work with families to ensure that all students have a safe and focused learning environment.

### Late work

Late work will be accepted for 80% credit up to the completion of the unit in which the work was assigned. All work is due the week before the final exam.

## Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

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Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## Grading

### Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### Quarter grades

The quarter grade is weighted with assessments and projects accounting for 60% and homework accounting for 40% of the grade.

### Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

## Units of study

### Units for SOC420B Economics

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

Introduction to Economics  
Supply and Demand  
Personal Finance  
Introduction to Macroeconomics  
Global Economics



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**Site:** Camille Casteel High School

**Building Principal:** Jayson Phillips, phillips.jayson@cusd80.com

**Teacher:** Julie Aboud, aboud.julie@cusd80.com

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Introduction to Economics	<input type="checkbox"/>	<input type="checkbox"/>
Supply and Demand	<input type="checkbox"/>	<input type="checkbox"/>
Personal Finance	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to Macroeconomics	<input type="checkbox"/>	<input type="checkbox"/>
Global Economics	<input type="checkbox"/>	<input type="checkbox"/>

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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***Please return this page to your student's teacher.***