



Chandler Unified School District

SOC425B AP Macroeconomics

SY 2023-24



Course Overview

Course Description

Students will explore the principles of economics that apply to an economic system as a whole. Students will analyze graphs, charts, and data to describe and explain economic concepts. Skills learned in this course include defining economic principles and models, defining economic outcomes, determining outcomes of specific economic situations, and modeling economic conditions using graphs and visual representations. This course prepares students for the AP exam.

AP/IB/Dual Enrollment

This is an AP Course and May be offered for Dual Credit.

Prerequisite/Fee(s)

None

Course Materials

Binder or notebook with lined paper and folders to organize notes and assignments by unit.
Review resource for AP exam.

Adopted Resource(s)

Principles in Economics (CENGAGE)

**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)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline

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- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

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. 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 end of the unit. 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.

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 70% of the grade coming from assessments and 30% from homework.

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 SOC425B AP Macroeconomics

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

Basic Economic Concepts (5-10%)

Economic Indicators and the Business Cycle (12-17%)

National Income and Price Determination (17-27%)

Financial Sector (18-23%)

Long-Run Consequences of Stabilization Policies (20-30%)

Open Economy-International Trade and Finance (10-13%)



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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
Basic Economic Concepts (5-10%)	<input type="checkbox"/>	<input type="checkbox"/>
Economic Indicators and the Business Cycle (12-17%)	<input type="checkbox"/>	<input type="checkbox"/>
National Income and Price Determination (17-27%)	<input type="checkbox"/>	<input type="checkbox"/>
Financial Sector (18-23%)	<input type="checkbox"/>	<input type="checkbox"/>
Long-Run Consequences of Stabilization Policies (20-30%)	<input type="checkbox"/>	<input type="checkbox"/>
Open Economy-International Trade and Finance (10-13%)	<input type="checkbox"/>	<input type="checkbox"/>

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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)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.