



## SAMPLE SYLLABUS #1

# AP<sup>®</sup> Business with Personal Finance

## Curricular Requirements

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<b>CR1</b>	The teacher and students have access to a college-level Introduction to Business textbook and/or comparable resources in print or electronic format that support the required business content of the AP <sup>®</sup> Business with Personal Finance course. The teacher and students have access to resources in print or electronic format that support the required personal finance content of the course.	<i>See page:</i> 2
<b>CR2</b>	The course provides opportunities to develop student understanding of the required content outlined in each unit described in the AP Course and Exam Description (CED).	<i>See page:</i> 2
<b>CR3</b>	The course provides opportunities for students to engage with business case studies to practice reading, discussing, and evaluating the kinds of problems and opportunities real businesses face, and to recommend courses of action with reasoning and evidence.	<i>See page:</i> 4
<b>CR4</b>	The course provides opportunities for students to develop and demonstrate the skills related to Skill Category 1: Concept Application, as outlined in the CED.	<i>See page:</i> 5
<b>CR5</b>	The course provides opportunities for students to develop the skills related to Skill Category 2: Entrepreneurship, as outlined in the CED.	<i>See page:</i> 5
<b>CR6</b>	The course provides opportunities for students to develop the skills related to Skill Category 3: Decision Making, as outlined in the CED.	<i>See page:</i> 5
<b>CR7</b>	The course provides opportunities for students to develop the skills related to Skill Category 4: Communication, as outlined in the CED.	<i>See page:</i> 6
<b>CR8</b>	The course provides opportunities for students to develop the skills related to Skill Category 5: Collaboration, as outlined in the CED.	<i>See page:</i> 6
<b>CR9</b>	The course provides dedicated class time for students to engage in the Business Canvas Project, including completion of required deliverables in Units 1–4, as outlined in the CED.	<i>See page:</i> 7
<b>CR10</b>	The course provides opportunities for students to develop and test hypotheses related to the eight key elements of the Business Canvas Project, as outlined in the CED.	<i>See page:</i> 7
<b>CR11</b>	The course provides class time for students to complete all components of the required Financial Advisor Project.	<i>See page:</i> 7

# AP Business with Personal Finance Sample Syllabus #1

## Course Description

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project based learning. In addition, students will learn all required personal finance standards and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

## Projects

Through the course, students will apply their learning of business concepts to an entrepreneurial project, the Business Canvas Project, which is a modified Business Model Canvas. The project will provide students with the opportunity to engage in work-based learning experiences, performing tasks a business founder performs such as product development, customer research, marketing, and the preparation of financial documents.

The course will culminate with a Financial Advisor Project, in which students will provide financial recommendations to a fictional household based on a financial profile. The recommendations will help the fictional household develop strategies to manage its budget and meet financial goals related to post-secondary education, home-buying, and retirement.

## Business Cases

Students will develop and practice business decision-making skills through the analysis and discussion of business cases throughout the course.

## Textbook

Textbook provided on the AP Course Audit form. Students are provided resources that support the required personal finance content of the course. **CR1**

## Course Planner **CR2**

This course follows the AP Business with Personal Finance project based learning series. In Units 1–4, students will apply key learning outcomes and concepts to the development of their Business Canvas Project.

## Project 1:

Students adapt the role of entrepreneurs and are introduced to the foundations of market entry as they develop their own business idea.

### **CR1**

The teacher must provide the title and author of a college-level Introduction to Business textbook or a supplemental resource comparable in rigor to a college-level textbook.

### AND

The syllabus includes an explicit statement that students are provided resources that support the required personal finance content of the course.

Note: If not using a college-level textbook, teachers must provide the title(s) and source(s) of at least two supplemental materials that demonstrate the rigor of a college-level Introduction to Business course.

### **CR2**

The syllabus must include an outline of the course content by unit or topic using any organizational approach to demonstrate the inclusion of required course content.

Note: If the syllabus demonstrates a different approach than the units outlined in the AP Business with Personal Finance CED, the syllabus must indicate where the required content of each unit in the CED will be taught.

**Unit topics introduced in this project:**

**Unit 1: Business, Competition, and New Ideas**

- 1.1 What Is a Business?
- 1.2 Markets and Competitive Advantage
- 1.3 PESTEL Factors and the Business Environment
- 1.4 How Do Business Ideas Originate?
- 1.5 Vision
- 1.6 Business Ethics
- 1.7 Organization, Roles, and Responsibilities
- 1.8 Supply Chains

**Project 2:**

Students adopt the role of a marketing manager, are introduced to elements of marketing, and develop a marketing plan for their business.

**Unit topics introduced in this project:**

**Unit 2: Marketing**

- 2.1 Marketing to Customers
- 2.2 Consumer Behavior
- 2.3 Market Research
- 2.4 Product
- 2.5 Price
- 2.6 Place and Channels
- 2.7 Promotion and Marketing Communications

**Project 3:**

Students learn the basics of personal finance and accounting to create sound financial projections for their small business and develop a proposal to secure funding.

**Unit topics introduced in this project:**

**Unit 3 – Part 1: Personal Saving and Borrowing**

- 3.1 Saving for Future Purchases
- 3.2 Borrowing, Credit, and Debt

**Unit 3 – Part 2: Business Finance and Accounting**

- 3.3 Accounting and Financial Management
- 3.4 Business Expenses
- 3.5 Financial Capital
- 3.6 The Income Statement
- 3.7 The Balance Sheet and Net Worth
- 3.8 The Cash Flow Statement
- 3.9 Ethics and Financial Reporting

## Project 4:

Students adopt the role of business consultant and are introduced to foundational concepts related to planning, measuring, and managing a business organization's success.

**Unit topics introduced in this project:**

### Unit 4: Management and Strategy

- 4.1 Management and Leadership
- 4.2 Evaluating Performance Using KPIs
- 4.3 Strategy and Decision Making
- 4.4 Strategic Frameworks: Porter's Five Forces and SWOT Analysis

## Project 5:

Students adopt the role of financial advisor and apply personal finance topics and skills learned throughout the course to act as an advisor to a fictional household making financial decisions.

**Unit topics introduced in this project:**

### Unit 5: Personal Goals, Budgeting, and Investing

- 5.1 Taxes, Net Income, and Budgeting
- 5.2 Managing Personal Risk
- 5.3 Saving and Investing for Education, Housing, and Retirement Goals

## Business Cases

Students will develop and practice business decision-making skills through the analysis and discussion of business cases throughout the course. **CR3**

### Unit 1: Business, Competition, and New Ideas

1. Bombas
2. Corley Plumbing
3. Malama ia Floral Design

### Unit 2: Marketing

1. Gong Cha (College Board)
2. Sega of America (College Board) Students analyze each case to identify marketing strategies
3. Stanley
4. Starbucks: Delivering Customer Service (Harvard Business Publishing)

### Unit 3 – Part 1: Personal Saving and Borrowing

### Unit 3 – Part 2: Business Finance and Accounting

1. Bombas
2. "10 Case Studies on SBA Loan Success Stories," *Pari Passu*.
3. "Case Study: Understanding Options for Business Funding," *JPMorgan Chase*, 2024.

### Unit 4: Management and Strategy

1. Canva
2. BREAUX Capital
3. Square Meal Feeds

### CR3

The syllabus must list the title and source of at least two business cases for each unit as outlined in the CED.

AND

For one unit, the syllabus must describe how one case will be used to teach course content so that it is clear how the case is meaningfully embedded into instruction.

## Course Skills

Through daily lessons, students will practice five essential skills:

- **Concept Application:** Explain business and personal finance concepts, principles, and strategies, and apply them to scenarios
- **Entrepreneurship:** Identify a market opportunity, and develop and test a product idea designed to address the opportunity
- **Decision Making:** Describe opportunities or problems, and recommend courses of action to address them
- **Communication:** Create authentic communications appropriate for a specific audience and purpose
- **Collaboration:** Work collaboratively with and lead others to accomplish a goal or task

### Concept Application

Students will participate in a two-part activity in Unit 3 to construct a workable plan using goal setting and budget.

**Part 1:** Students will discuss the importance of developing a personal budget to manage spending and reach financial goals (Skill 1.A). They will explain steps for developing a personal budget and explain the role of ongoing tracking and analysis when budgeting (Skill 1.C).

**Part 2:** Students will identify common personal income and expenses and demonstrate steps for interpreting and using a family budget with a hypothetical income (Skill 1.B). **CR4**

### Entrepreneurship

Students will participate in a three-part activity in Unit 1 to distinguish between the wants and needs of different customers.

**Part 1:** Students will create a product that targets the needs and/or wants of students in class (Skill 2.A).

**Part 2:** In small groups, students will receive feedback from students in class about their product idea (Skill 2.B).

**Part 3:** Students will explain the desirability, viability, and/or feasibility of a product idea to the class (Skill 2.C). **CR5**

### Decision Making

Students will participate in a three-part activity in Unit 4 to employ leadership skills to achieve workplace objectives (i.e., conflict resolution, communication, personal responsibility, motivation).

**Part 1:** In small groups, students will be given workplace scenarios where they will need to discuss how it is affecting the business or individuals and explain how and why they create problems (Skill 3.A).

**Part 2:** Each student will be given a final workplace scenario where they will need to apply decision-making criteria to potential responses, recommend a course of action, and explain how they would evaluate the success of the course of action (Skills 3.B, 3.C, 3D.). **CR6**

#### CR4

The syllabus must include a brief description (1–3 sentences) of at least one activity or assessment, in which students explain business and/or personal finance concepts, principles, and strategies and apply them to scenarios. The description must include what students are expected to do and identify how it aligns with a specific skill within Skill Category 1.

**Note:** The description must explicitly label which skill(s) it addresses.

#### CR5

The syllabus must include a brief description (1–3 sentences) of at least one activity or assessment, in which students identify a market opportunity and develop and test a product idea designed to address the opportunity. The description must include what students are expected to do and identify how it aligns with a specific skill within Skill Category 2.

**Note:** The description must explicitly label which skill(s) it addresses.

#### CR6

The syllabus must include a brief description (1–3 sentences) of at least one activity or assessment, in which students describe opportunities or problems and recommend courses of action to address them. The description must include what students are expected to do and identify how it aligns with a specific skill within Skill Category 3.

**Note:** The description must explicitly label which skill(s) it addresses.

## Communication

In Unit 1, students will write, review, and revise a vision and mission statements for their potential entrepreneurial endeavor. The students will present the vision and mission statements to the class (Skill 4.B). **CR7**

## Collaboration

Students will participate in an activity in Unit 2, as they adopt roles within a marketing management team and together develop a marketing plan for a provided business. Students will be assigned a product and will work together in groups of four to develop a successful marketing strategy for the four key elements of a marketing strategy: product, price, place, and promotion. They will present their marketing strategy to the class (5.D). **CR8**

### **CR7**

The syllabus must include a brief description (1–3 sentences) of at least one activity or assessment, in which students create authentic communications appropriate for a specific audience and purpose. The description must include what students are expected to do and identify how it aligns with a specific skill within Skill Category 4.

Note: The description must explicitly label which skill(s) it addresses.

### **CR8**

The syllabus must include a brief description (1–3 sentences) of at least one activity or assessment in which students work collaboratively with and lead others to accomplish a goal or task. The description must include what students are expected to do and identify how it aligns with a specific skill within Skill Category 5.

Note: The description must explicitly label which skill(s) it addresses.

## Business Canvas Project

Students will spend a total of eight weeks of course time completing their business canvas project. At the end of each unit students will apply learning outcomes and concepts to the development of their business canvas. In this project, students will identify a product idea and develop an operational plan for the business idea. The project involves evaluation of components including operations, customer identification, market characteristics, and financial aspects. Additionally, three class days each unit are designated as check-in days where students present their work in progress to the instructor and their peers. **CR9**

## Hypothesis Testing

Students will be provided with opportunities throughout the course to develop and test hypotheses related to the eight key elements of the Business Canvas Project. (Skill 2.B) These project moments include testing their key assumptions about problem-solution fit, target customer preferences, promotional materials, and pricing strategy. Additional guidance around hypothesis testing is outlined in the AP Course and Exam Description (CED). **CR10**

## Financial Advisor Project

Students receive a fictional household profile that includes income, expenses, debts and financial goals (e.g., saving for college, purchasing a home, retirement). Then, over the course of four weeks, students analyze the data and, using budgeting tools and investment scenarios, establish decision-making criteria to help the fictionalized client evaluate different courses of action that could be taken. Each student presents their plan in a written report or oral presentation explaining trade-offs and justifying their recommendations. **CR11**

### **CR9**

The syllabus must include a statement of how Business Canvas Project deliverables are incorporated in Units 1–4.

Note: Project deliverables by unit can be found in the Business Canvas Project Guide within the CED.

### **CR10**

The syllabus must include an explicit statement that class time is provided for students to develop hypotheses and design market research to test hypotheses related to the Business Canvas Project.

AND

The syllabus must describe one activity in which students are engaging in hypothesis testing of a Business Canvas Project component.

### **CR11**

The syllabus must include an explicit statement that at least four weeks of class time is provided for students to complete the Financial Advisor Project.

AND

The syllabus must include a description of an activity in which students apply their knowledge of AP Business with Personal Finance content and skills to a component of their Financial Advisor Project.