



SAMPLE SYLLABUS #2

AP[®] Business with Personal Finance

Curricular Requirements

CR1	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 [®] 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
CR2	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
CR3	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> 3
CR4	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> 4
CR5	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> 3
CR6	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
CR7	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> 5
CR8	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> 4
CR9	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> 3
CR10	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> 4
CR11	The course provides class time for students to complete all components of the required Financial Advisor Project.	<i>See page:</i> 5

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Course Overview

AP Business with Personal Finance is a rigorous, full-year course designed to introduce students to the fundamentals of business and personal finance through a highly applied, case-based approach. Students will explore the fields of entrepreneurship, marketing, management, finance, accounting, and investing by analyzing real-world business cases, stories, and scenarios.

The course emphasizes both **business decision-making** and **personal financial literacy**, giving students tools to make informed choices in their own lives while also preparing them to lead organizations, start ventures, and analyze industries. Throughout the course, students will complete two major applied projects:

- **The Business Canvas Project** (an entrepreneurial business design project)
- **The Financial Advisor Project** (a personal finance planning and advising project)

Course Resources **CR1**

This course does not use a single textbook. Instead, concepts are taught through **case studies, podcasts, and documentary short films** that challenge students to read, interpret, and apply ideas in authentic contexts. These resources are comparable in rigor to college-level Introduction to Business textbooks, and students are provided resources that support the required personal finance content of the course.

Resources and Readings will include the following cases, podcasts, and videos (not comprehensive):

- *Bombas* (College Board)
- *New Coke* (College Board)
- *Skylight – Hit Product or Scalable Company* (Koning, Wallace, Huizinga, Harvard Business School, 2025)
- *DK Coffee Lab* (College Board)
- Podcast: *How I Built This* (NPR)
- *Why Should You Save and Invest?* (Federal Reserve Bank of Atlanta)
- Documentary: *Why Global Supply Chains May Never Be the Same* (Wall Street Journal)

Course Content **CR2**

Our course is divided into 5 units:

Unit 1: Businesses, Competition, and New Ideas

Unit 2: Marketing

Unit 3 - Part 1: Personal Saving and Borrowing

Unit 3 - Part 2: Business Finance and Accounting

Unit 4: Management and Strategy

Unit 5: Personal Goals, Budgeting, and Investing

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.

Integration of Business Cases and Business Canvas Project Deliverables Units 1–4

CR3 **CR9**

Unit 1

Unit 1 includes the following business cases:

- *Bombas* (College Board)
- *Skylight – Hit Product or Scalable Company* (Koning, Wallace, Huizinga, Harvard Business School, 2025)

Students will read the *Bombas* case and analyze how businesses identify an unmet opportunity and develop a product that both creates and captures value.

At the end of Unit 1, students will explain the desirability of a product idea (**Skill 2.C**) by presenting a 5-minute elevator pitch for their business idea, highlighting data that supports their product-market fit, a PESTEL analysis of their market, and their mission, vision, and values for the company. **CR5**

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.

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.

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.

Unit 2

Unit 2 includes the following business cases:

- *Stanley* (College Board)
- *New Coke* (College Board)

In Unit 2, students will work collaboratively to develop a marketing mix for their product and will be able to apply their work to the Business Canvas Project customer component (**Skill 5.D**). Students will be introduced to promotion and begin to develop to conceptualize a marketing campaign. **CR8**

Class time is provided for students to develop hypotheses and design market research to test hypotheses related to the Business Canvas Project. Students will test their hypotheses for both branding and pricing strategies using customer interviews and surveys. **CR10**

Unit 3

Unit 3 – Part 1 introduces students to core concepts of personal finance, including saving, borrowing, credit, debt, and financial goal setting. In this unit, students will engage in budgeting exercises and compare borrowing options (**Skill 1.A**). **CR4**

In Unit 3 – Part 2, students will focus on the expenses of launching and operating a business, sources of financial capital, and how businesses track and report financial performance using balance sheets, income statements, and cash-flow statements.

Unit 3 includes the following business case:

- *DK Coffee Lab* Parts 1, 2, and 3 (College Board)

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.

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.

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.

At the end of Unit 3, Student teams will present their business ideas, inclusive of the Business Canvas Project elements they have developed throughout the course and directed towards potential “investors.” During this unit, student teams will identify start-up costs, potential sources of funding, and projected revenues, craft a 200-word investor (“elevator”) pitch, and develop an income statement or projected income statement. Business Canvas Project elements will be required in a culminating pitch (**Skill 4.B**). **CR7**

Unit 4

In Unit 4, Students learn decision-making frameworks, performance measurement using KPIs, and strategic tools such as SWOT and Porter’s Five Forces. They practice evaluating real-world business decisions and developing strategies.

Unit 4 includes the following business cases:

- *Canva* (College Board)
- *Square Meal Feeds* (College Board)

Unit 4 culminates with a business consulting project, where student teams will select a current real-world issue facing a business or community (e.g., declining sales, environmental concerns, or workforce challenges). They will first identify and clearly describe the opportunity or problem, then analyze possible courses of action. Finally, students will recommend a decisive course of action to address the issue, supporting their recommendation with persuasive reasoning, relevant evidence, and logical arguments. This activity aims to develop students’ ability to recommend a course of action confidently and justify it convincingly to an audience of both their teacher and peers through an in-class presentation (**Skills 3.A, 3.B, 3.C, and 3.D**). **CR6**

Unit 5: Personal Finance Project

In this final, personal-finance-focused unit, students develop long-term financial plans by exploring personal goals, retirement planning, investing strategies, and risk management. They connect financial literacy with decision-making and financial independence. At least four weeks of class time is provided for students to complete the Financial Advisor Project. **CR11**

At the end of Unit 5, students will prepare and communicate financial advice for a fictional client based on their knowledge of personal finance principles.

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.

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.

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.