ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Business

Course: Advanced Placement Business with Personal Finance

Grade Level: 10-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Jeffery Kurczeski,

Program Supervisor of 7-12 Math & Science and 9-12 Business & Technology Education

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Erik Podell, Business Teacher

Mrs. Lee Andrea Garvin, Director of Curriculum and Instruction

Subject/Course Title:
Advanced Placement Business with Personal Finance
Grades 10–12

Date of Board Adoption:
August 25, 2026

RAHWAY PUBLIC SCHOOLS CURRICULUM

Advanced Placement Business with Personal Finance: Grades 10-12

PACING GUIDE

Unit	Title	Pacing
1	Businesses, Competition, and New Ideas	8 weeks
2	Marketing	8 weeks
3	Personal Saving & Borrowing/Business Finance & Accounting	8 weeks
4	Management and Strategy	8 weeks
5	Personal Goals, Budgeting, and Investing (Financial Advisor Project)	8 weeks

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc…).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.

	● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don’t take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Business

Unit Title: Businesses, Competition, and New Ideas

Target Course/Grade Level: Advanced Placement Business with Personal Finance/Grades 10–12

Unit Summary: This unit introduces students to the role of businesses in the economy and examines how entrepreneurs identify opportunities, create value, and respond to market competition. Students explore the characteristics of successful businesses, analyze different business ownership structures, evaluate competitive advantages, and investigate how innovation drives economic growth. Through business case studies and problem-solving activities, students develop an understanding of how businesses make strategic decisions within competitive markets. This unit establishes the foundational knowledge and analytical skills necessary for success throughout the AP Business with Personal Finance course and on the AP Exam. Throughout the unit, students develop the analytical reasoning, evidence-based decision-making, and quantitative reasoning skills identified in the College Board AP Business with Personal Finance Course and Exam Description while preparing for the AP Exam through authentic business applications and AP Classroom instructional resources.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.EG.5 Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
9.2.12.CAP.21 Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22 Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23 Identify different ways to obtain capital for starting a business.
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

College Board Standards:

1.1.A Identify ways businesses address customers' problems, needs, and wants.
1.1.B Distinguish between value creation and value capture.
1.2.A Explain how sellers and buyers interact in a market, establishing a market price.
1.2.B Develop or evaluate a business's plan to achieve competitive advantage in a market.
1.3.A Describe the PESTEL factors that shape markets.
1.3.B Explain how PESTEL factors influence business viability and career opportunities in a market.
1.3.C Apply the PESTEL framework to evaluate the attractiveness and potential risks of a market.
1.4.A Describe strategies entrepreneurs and businesses use to generate new product ideas.

1.4.B Describe the risk involved in bringing a new product to market and the reasons entrepreneurs and existing businesses are willing to incur the risk.
1.4.C Apply an entrepreneurial design-thinking process to the generation and validation of a new business or product idea.
1.5.A Explain how core values and core competencies shape business and individual decision making.
1.5.B Develop or evaluate a vision statement and/or mission statement based on a business's goals and values.
1.5.C Describe the goals of businesses, social enterprises, and nonprofit organizations.
1.6.A Explain how and why businesses encourage ethical behavior.
1.6.B Explain how business leaders respond to ethical dilemmas.
1.7.A Describe the major types of business organization and their relative advantages and disadvantages.
1.7.B Define the roles and responsibilities of sole proprietors and partners.
1.7.C Explain how and why large businesses organize responsibilities into a structure that includes leadership and management of specialized departments as well as outsourcing.
1.7.D Describe the roles, responsibilities, and purposes of specialized departments in a business.
1.8.A Describe factors businesses consider when developing a production process.
1.8.B Develop or describe a supply chain plan for a product.
1.8.C Explain how a business's competitive advantage strategy influences supply chain decisions.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Interdisciplinary Connections and Standards:
ELA
RI.11-12.1 Accurately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
Mathematics
N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas.
A.CED.A.2 Create equations in two or more variables to represent relationships between quantities.
Science
HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems.
Social Studies
6.1.12.EconET.14.a Analyze how economic, social, and political conditions motivate business innovation and entrepreneurship.
6.3.12.EconGE.1 Participate in a simulated meeting to evaluate global economic decisions, trade policies, and distribution of goods and services.

Unit Understandings:
Students will understand that…

- Businesses exist to create value by satisfying the needs and wants of consumers while operating within a competitive marketplace.
- Entrepreneurs identify opportunities, evaluate risks, and develop innovative solutions to meet market demand.
- Businesses make strategic decisions based on internal resources, external market conditions, and competitive advantages.
- Economic principles, consumer behavior, and competition influence business success and long-term sustainability.
- Ethical decision-making and social responsibility affect business reputation, stakeholder relationships, and organizational success.
- Innovation, technology, and changing market conditions require businesses to adapt continuously in order to remain competitive.
- Business decisions involve trade-offs that impact profitability, customers, employees, investors, and society.

Unit Essential Questions:

- What role do businesses play in society and the economy?
- How do entrepreneurs recognize opportunities and transform ideas into successful businesses?
- Why do some businesses succeed while others fail?
- How does competition influence business strategy and innovation?
- How do businesses create and sustain a competitive advantage?
- What factors influence business decision-making?
- How do ethics and social responsibility impact business success?
- How do changing economic conditions affect businesses and consumers?

Knowledge and Skills:
Students will know...

- The characteristics, purposes, and functions of businesses in a market economy.
- How businesses create value by identifying and solving customer problems, needs, and wants.
- The characteristics and mindset of successful entrepreneurs.
- The entrepreneurial design-thinking process used to identify, validate, and refine business ideas.
- How customer discovery, interviews, surveys, and observation are used to validate market opportunities.
- The purpose and development of a **Minimum Viable Product (MVP)** and its role in testing business ideas.
- The factors that contribute to competitive advantage and business success.
- How market structures and competition influence business strategy.
- The role of stakeholders in business decision-making.
- The importance of ethical decision-making and corporate social responsibility.
- How innovation influences entrepreneurship, business growth, and long-term sustainability.
- Key business vocabulary and concepts identified in the AP Business with Personal Finance Course and Exam Description

Students will be able to...

- Explain business and entrepreneurship concepts using appropriate business terminology.
- Identify customer problems, needs, and wants through observation, interviews, surveys, and market research.
- Apply the entrepreneurial design-thinking process to develop and refine a business idea.
- Create and evaluate a Minimum Viable Product (MVP) using customer feedback.

- Analyze qualitative and quantitative evidence to determine whether a business opportunity is viable.
- Explain how businesses establish and maintain a competitive advantage.
- Evaluate internal and external factors that influence business success.
- Analyze stakeholder perspectives when making business decisions.
- Recommend business strategies supported by evidence from authentic business scenarios.
- Interpret business data and justify decisions using quantitative and qualitative evidence.
- Apply College Board Business Skill Categories to analyze business situations, communicate recommendations, and defend decisions using evidence.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?
Formative Assessments

- AP Classroom Topic Questions
- AP Classroom Progress Checks
- College Board stimulus-based multiple-choice questions
- Entrepreneurial design-thinking activities
- Customer interview and market research reflection
- Minimum Viable Product (MVP) feedback analysis
- Business case study analysis
- Exit tickets
- Business vocabulary quizzes
- Business news analysis
- Think-Pair-Share discussions
- Teacher conferencing

Summative Assessments

- College Board Business Canvas Project – Phase 1
- Customer Problem
- Customer Discovery
- Customer Segments
- Minimum Viable Product (MVP)
- AP-Style Unit Assessment
    - Stimulus-based Multiple Choice
    - Business Concept Application FRQs
    - Business Decision FRQs
- Entrepreneurial Opportunity Presentation
- Business Case Analysis

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Complete the **Business Canvas Project** throughout the unit by identifying a market opportunity and developing an entrepreneurial business concept.
- Conduct customer discovery interviews and surveys.
- Develop customer personas.
- Complete empathy mapping activities.

- Brainstorm and evaluate product ideas.
- Develop and refine a Minimum Viable Product (MVP).
- Analyze customer feedback and revise product ideas.
- Analyze College Board business case studies.
- Complete AP Classroom Topic Questions and Progress Checks.
- Evaluate businesses using SWOT Analysis.
- Analyze competitive advantage through real-world business examples.
- Compare business ownership structures.
- Investigate stakeholder conflicts through business scenarios.
- Participate in structured academic discussions using business evidence.
- Analyze current business news and entrepreneurial innovations.
- Present and defend business recommendations using evidence.

RESOURCES

Teacher Resources:

- College Board AP Business with Personal Finance Course and Exam Description (CED)
- AP Classroom
- AP Daily Videos
- AP Question Bank
- College Board Topic Questions
- College Board Progress Checks
- College Board Business Canvas Project Materials
- College Board Financial Advisor Project Materials (Unit 4)
- Consumer Financial Protection Bureau (CFPB)
- Federal Reserve Education
- U.S. Small Business Administration (SBA)
- Investopedia
- Wall Street Journal
- CNBC
- Marketplace
- Harvard Business Review
- Yahoo Finance
- Google Workspace
- Google Sheets
- Nearpod
- Kahoot!
- Quizizz
- Canva

Equipment Needed:

- Student Chromebooks or laptops
- Teacher computer with internet access
- Interactive whiteboard/projector
- High-speed internet access
- Google Workspace
- Spreadsheet software (Google Sheets or Microsoft Excel)
- Business Model Canvas templates

- Presentation software
- AP Classroom access
- Calculator
- Whiteboards and markers
- Printer
- Graphic organizers
- Business case study materials

UNIT 2 OVERVIEW

Content Area: Business

Unit Title: Marketing

Target Course/Grade Level: Advanced Placement Business with Personal Finance/Grades 10–12

Unit Summary: This unit examines how businesses create, communicate, and deliver value to customers through strategic marketing. Students investigate how organizations identify target markets, conduct market research, develop products and services, establish pricing strategies, select distribution channels, and design promotional campaigns. Students analyze how marketing decisions are driven by customer needs, data, competition, and changing market conditions. Throughout the unit, students continue developing their **College Board Business Model Canvas Project** by validating customer segments, refining their value proposition, and creating a comprehensive marketing strategy. Students apply marketing concepts through case studies, business simulations, and AP-style performance tasks that emphasize analytical reasoning and evidence-based decision-making. Throughout the unit, students develop the analytical reasoning, evidence-based decision-making, and quantitative reasoning skills identified in the College Board AP Business with Personal Finance Course and Exam Description while preparing for the AP Exam through authentic business applications and AP Classroom instructional resources.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

9.1.12.FP.5 Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
9.1.12.EG.6 Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.DC.6 Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.4 Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.
9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
9.4.12.IML.9 Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

College Board Standards:

2.1.A Explain why and how marketers collect customer data.
2.1.B Use market segmentation to identify target customers and develop a customer profile.
2.1.C Describe the purpose of building customer relationships and develop a plan to build customer relationships.

2.1.D Explain how the collection and use of customer data may make customers vulnerable to privacy infringement, identity theft, and fraud and create risks for businesses.
2.2.A Explain why and how consumers make buying decisions.
2.2.B Describe the impact of legal and technological factors on consumer purchasing patterns.
2.2.C Evaluate sales tactics that draw upon Cialdini's principles of influence, and develop a sales tactic.
2.3.A Explain why businesses conduct market research.
2.3.B Conduct and interpret secondary-source research to assess a market opportunity.
2.3.C Conduct and interpret primary-source research to test a business hypothesis related to target customers and/or customer preferences.
2.3.D Develop and interpret data visualizations that reflect market research findings.
2.4.A Describe the six typical stages of product development, and develop an MVP and value proposition.
2.4.B Develop and evaluate branding for a business or product.
2.4.C Explain how businesses adapt their marketing strategies to address competitive challenges throughout the product life cycle.
2.5.A Develop and evaluate a pricing strategy.
2.5.B Evaluate how market conditions affect a business's pricing power.
2.5.C Describe legal constraints that limit pricing power.
2.6.A Describe the types of marketing channels available to businesses.
2.6.B Select and evaluate potential marketing channels for a product.
2.7.A Develop or evaluate a marketing campaign.
2.7.B Explain how digital marketing tools have changed business interactions with customers.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.

Interdisciplinary Connections and Standards:
ELA
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.
Mathematics
S.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
Science
HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics.
Social Studies
6.1.12.EconNE.13.a Evaluate the effectiveness of economic policies, consumer choices, and technological changes on market demand and economic growth.

Unit Understandings:
Students will understand that…

- Successful marketing begins with understanding customer needs, wants, and behaviors.
- Businesses use market research to make informed decisions about products, pricing, promotion, and distribution.
- Customer value is created through a combination of product features, branding, pricing, customer experience, and communication.
- Market segmentation, targeting, and positioning (STP) enable businesses to effectively reach specific customer groups.
- Marketing decisions require continuous evaluation and adjustment based on customer feedback, market trends, and competition.
- Branding influences consumer perceptions, purchasing decisions, and long-term customer loyalty.
- Ethical marketing practices build consumer trust and contribute to long-term organizational success.
- Data-driven marketing improves decision-making and business performance.

Unit Essential Questions:

- Why is understanding the customer essential to business success?
- How do businesses identify and evaluate target markets?
- What makes a product or service valuable to customers?
- How do branding and positioning influence consumer behavior?
- How do businesses determine effective pricing strategies?
- How do promotional strategies influence consumer decision-making?
- How do businesses use marketing data to improve performance?
- How do ethical considerations influence marketing decisions?

Knowledge and Skills:
Students will know...

- The role of marketing in achieving organizational goals.
- The components of the marketing mix (Product, Price, Place, Promotion).
- Market segmentation, targeting, and positioning (STP).
- The purpose and methods of market research.
- Consumer decision-making processes.
- Branding, brand equity, and brand positioning.
- Product life cycle concepts.
- Pricing strategies and factors influencing pricing decisions.
- Traditional and digital marketing channels.
- Integrated marketing communications.
- Marketing metrics and performance indicators.
- The role of customer feedback in improving products and services.
- Marketing terminology and concepts identified in the AP Business with Personal Finance Course and Exam Description.

Students will be able to...

- Analyze customer needs using market research data.
- Develop customer personas based on demographic, geographic, psychographic, and behavioral characteristics.
- Identify target markets and justify marketing decisions using evidence.
- Create value propositions aligned with customer needs.
- Evaluate branding strategies and their effectiveness.
- Recommend pricing strategies based on business objectives and market conditions.

- Analyze promotional campaigns using quantitative and qualitative evidence.
- Evaluate distribution strategies and customer accessibility.
- Interpret marketing performance data to recommend business improvements.
- Apply College Board business reasoning skills to marketing case studies and AP-style questions.
- Continue developing and refining the College Board Business Model Canvas through customer validation and marketing strategy development.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?
Formative Assessments

- AP Classroom Topic Questions
- AP Classroom Progress Checks
- Stimulus-based AP multiple-choice questions
- Marketing case study analyses
- Brand analysis activities
- Customer persona development
- Target market identification exercises
- Pricing strategy simulations
- Exit tickets
- Marketing vocabulary quizzes
- Peer feedback on marketing plans
- Teacher conferences

Summative Assessments

- College Board Business Canvas Project – Phase 2
- Value Proposition
- Marketing Strategy
- Customer Relationships
- Channels
- AP-style Unit Assessment
    - Stimulus-Based Multiple Choice
    - Marketing Analysis Free-Response Questions
    - Business Decision Application Questions
- Marketing Plan Presentation
- Brand Analysis Project
- Consumer Behavior Case Study

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Analyze successful and unsuccessful marketing campaigns.
- Conduct primary market research through surveys and interviews.
- Analyze secondary market research using industry reports.
- Develop customer personas.
- Create empathy maps to better understand customer needs.
- Complete segmentation, targeting, and positioning (STP) activities.
- Evaluate branding strategies using real-world businesses.

- Analyze pricing strategies including penetration, premium, competitive, and value pricing.
- Evaluate distribution strategies for various industries.
- Create integrated promotional campaigns utilizing traditional and digital media.
- Analyze social media marketing strategies.
- Continue developing the Business Model Canvas Project.
- Utilize AP Classroom Topic Questions and Progress Checks.
- Analyze current business and marketing news.
- Participate in collaborative marketing simulations.
- Present and defend marketing recommendations using evidence.

RESOURCES

Teacher Resources:

- College Board AP Business with Personal Finance Course and Exam Description (CED)
- AP Classroom
- AP Daily Videos
- AP Question Bank
- College Board Topic Questions
- College Board Progress Checks
- College Board Business Canvas Project Materials
- College Board Financial Advisor Project Materials (Unit 4)
- Consumer Financial Protection Bureau (CFPB)
- Federal Reserve Education
- U.S. Small Business Administration (SBA)
- Investopedia
- Wall Street Journal
- CNBC
- Marketplace
- Harvard Business Review
- Yahoo Finance
- Google Workspace
- Google Sheets
- Nearpod
- Kahoot!
- Quizizz
- Canva

Equipment Needed:

- Student Chromebooks or laptops
- Teacher computer with internet access
- Interactive whiteboard/projector
- High-speed internet access
- Google Workspace
- Spreadsheet software
- Presentation software
- AP Classroom access
- Business Model Canvas templates
- Marketing case studies

- Survey software (Google Forms)
- Whiteboards and markers
- Printer
- Graphic organizers

UNIT 3 OVERVIEW

Content Area: Business

Unit Title: Personal Saving and Borrowing/Business Finance and Accounting

Target Course/Grade Level: Advanced Placement Business with Personal Finance/Grades 10–12

Unit Summary: This unit explores the financial principles that guide both personal and business decision-making. Students develop financial literacy by examining personal banking, saving, borrowing, credit management, and responsible financial planning while simultaneously investigating how businesses acquire, manage, and evaluate financial resources. Students analyze financial statements, budgeting strategies, business costs, sources of financing, and financial performance indicators to make informed financial decisions. Through authentic financial scenarios, students apply quantitative reasoning to evaluate risk, assess financial health, and recommend solutions that support both personal and organizational financial success. As part of the College Board Business Model Canvas Project, students identify revenue streams, cost structures, key resources, and financial feasibility to strengthen and validate their proposed business model. Students utilize AP-style business cases, financial documents, and performance tasks to strengthen analytical reasoning and prepare for the AP Business with Personal Finance Exam. Throughout the unit, students develop the analytical reasoning, evidence-based decision-making, and quantitative reasoning skills identified in the College Board AP Business with Personal Finance Course and Exam Description while preparing for the AP Exam through authentic business applications and AP Classroom instructional resources.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

9.1.12.FI.2 Explain ways to manage your accounts that provide you maximum benefits and protection.
9.1.12.PB.1 Explain the difference between saving and investing.
9.1.12.PB.6 Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
9.1.12.CDM.1 Identify the purposes, advantages, and disadvantages of debt.
9.1.12.CDM.3 Determine ways to leverage debt beneficially.
9.1.12.CDM.6 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.
9.1.12.CDM.8 Compare and compute interest and compound interest and develop an amortization table using business tools.
9.1.12.CP.1 Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans.
9.1.12.CP.6 Explain the effect of debt on a person's net worth.
9.2.12.CAP.15 Demonstrate how exemptions, deductions, and deferred income can reduce taxable income.
9.2.12.CAP.16 Explain why taxes are withheld from income and the relationship of federal, state, and local taxes and how the money collected is used.
9.2.12.CAP.18 Differentiate between taxable and nontaxable income from various forms of employment.

9.2.12.CAP.19 Explain the purpose of payroll deductions and why fees for various benefits are taken out of pay.
9.2.12.CAP.20 Analyze a Federal and State Income Tax Return.
9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

College Board Standards:
3.1.A Describe reasons consumers save, and identify barriers to saving.
3.1.B Explain how PESTEL factors can impact the value of savings and incentives to save.
3.1.C Develop or evaluate a savings plan.
3.2.A Describe reasons consumers borrow money and the funding sources available to them.
3.2.B Explain how a lender evaluates the creditworthiness of a potential borrower.
3.2.C Recommend a strategy to manage a consumer's existing debt and/or use of credit.
3.3.A Explain why businesses and consumers track and evaluate financial data.
3.3.B Describe the roles of accounting and finance departments in the preparation, reporting, and use of financial information.
3.4.A Determine startup costs associated with launching a new business or product.
3.4.B Describe expenses associated with operating a business.
3.5.A Explain why businesses seek external financial capital.
3.5.B Determine potential sources of financial capital for a business.
3.5.C Describe potential benefits and risks to lenders and investors who provide financial capital to businesses.
3.5.D Develop and evaluate a pitch to prospective lenders or investors.
3.6.A Determine and describe components of a business income statement.
3.6.B Evaluate the financial performance of a business using income statement information.
3.6.C Explain why and how businesses and consumers predict and plan for future income and expenses.
3.6.D Develop an income statement or projected income statement for a business.
3.7.A Determine and describe components of a business balance sheet.
3.7.B Interpret the information in a business's balance sheet.
3.7.C Describe the purpose of determining personal net worth.
3.8.A Determine and describe components of a business's cash flow statement.
3.8.B Explain how a business's stakeholders use cash flow statement information.
3.9.A Explain why an individual or a business might be incentivized to engage in unethical financial management and reporting practices.
3.9.B Explain how laws and professional codes of conduct encourage ethical behavior by accounting and financial managers.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.DC.4 Explain the privacy concerns related to the collection of data and generation of data through automated processes.

Interdisciplinary Connections and Standards:

ELA

RI.11-12.8 Evaluate the reasoning for the premises, main argument, and specific claims in a text, assessing whether the evidence is valid and accurate.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

Mathematics

F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

F.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.

A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.

Science

HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints.

Social Studies

6.1.12.EconET.14.b Analyze the role of banking institutions, financial markets, and government regulatory agencies in the economy.

Unit Understandings:

Students will understand that…

- Financial decision-making influences both personal financial well-being and business success.
- Individuals and businesses must balance short-term needs with long-term financial goals.
- Saving, borrowing, investing, and managing credit require careful evaluation of risks, costs, and benefits.
- Financial institutions provide products and services that support personal and business financial management.
- Businesses use accounting information and financial statements to monitor performance and make strategic decisions.
- Financial statements provide essential information about a business's profitability, liquidity, and financial position.
- Budgets are planning tools that guide financial decision-making and resource allocation.
- Businesses evaluate multiple financing options when obtaining capital to support growth and operations.
- Quantitative and qualitative financial information are essential for making sound business and personal financial decisions.
- Responsible financial decision-making requires ethical behavior, financial literacy, and informed judgment.

Unit Essential Questions:

- Why is financial literacy essential for individuals and businesses?
- How do financial goals influence personal financial decisions?
- How do saving, borrowing, and investing impact long-term financial success?
- How does responsible credit management affect financial health?
- How do businesses use financial statements to make decisions?
- What information do financial statements provide to business owners and stakeholders?
- How do businesses develop and manage budgets?
- How do businesses determine the best source of financing?
- How can financial data be used to evaluate business performance?
- How do ethical financial practices contribute to long-term success?

Knowledge and Skills:
Students will know...

- The functions and services provided by financial institutions.
- Types of bank accounts and financial products.
- The principles of saving, borrowing, and responsible credit use.
- Influencing credit scores and creditworthiness.
- Types of consumer loans and business financing.
- The components of financial planning.
- Budgeting principles for individuals and businesses.
- Revenue, expenses, assets, liabilities, and equity.
- The purpose and structure of the income statement, balance sheet, and cash flow statement.
- Key financial ratios used to evaluate business performance.
- Sources of business financing, including debt and equity.
- Break-even analysis and cost structures.
- Revenue streams and cost structures within the Business Model Canvas.
- Financial terminology identified in the AP Business with Personal Finance Course and Exam Description.

Students will be able to…

- Develop personal and business budgets using financial data.
- Evaluate banking products and financial services.
- Compare borrowing options and recommend appropriate financing solutions.
- Analyze the impact of credit decisions on long-term financial health.
- Interpret and analyze income statements, balance sheets, and cash flow statements.
- Calculate and interpret financial ratios.
- Analyze business costs, revenues, and profitability.
- Recommend financing strategies based on business needs.
- Evaluate financial risk using quantitative and qualitative evidence.
- Apply financial reasoning to authentic business scenarios.
- Continue developing the College Board Business Model Canvas by identifying key resources, revenue streams, cost structures, and financial feasibility.
- Apply College Board Business Skill Categories to financial decision-making and AP-style assessments.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?
Formative Assessments

- AP Classroom Topic Questions
- AP Classroom Progress Checks
- Stimulus-based AP multiple-choice questions
- Personal budgeting activities
- Banking product comparison activities
- Credit analysis case studies
- Loan comparison exercises
- Financial statement interpretation

- Ratio analysis practice
- Break-even analysis activities
- Spreadsheet-based budgeting assignments
- Exit tickets
- Teacher conferences

Summative Assessments

- College Board Business Canvas Project – Phase 3
- Revenue Streams
- Cost Structure
- Key Resources
- Financial Feasibility
- AP-style Unit Assessment
    - Stimulus-Based Multiple Choice
    - Financial Analysis Free-Response Questions
    - Business Finance Decision Scenarios
- Personal Financial Plan
- Business Financial Statement Analysis
- Business Budget and Financing Proposal

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Analyze checking, savings, and investment account options.
- Compare credit cards, loans, and borrowing alternatives.
- Evaluate credit reports and credit scores using sample financial profiles.
- Develop personal monthly budgets using spreadsheet software.
- Analyze business budgets and cash flow projections.
- Interpret authentic business income statements, balance sheets, and cash flow statements.
- Calculate financial ratios and evaluate business performance.
- Conduct break-even analysis using real-world business scenarios.
- Evaluate business financing options, including debt and equity financing.
- Continue developing the College Board Business Model Canvas by completing the financial sections.
- Complete AP Classroom Topic Questions and Progress Checks.
- Analyze financial case studies.
- Utilize spreadsheet software for financial analysis.
- Present financial recommendations supported by quantitative evidence.

RESOURCES

Teacher Resources:

- College Board AP Business with Personal Finance Course and Exam Description (CED)
- AP Classroom
- AP Daily Videos
- College Board Question Bank
- Business Model Canvas Templates
- Consumer Financial Protection Bureau (CFPB)
- Federal Reserve Education
- FDIC Money Smart Resources

- U.S. Small Business Administration (SBA)
- IRS educational resources
- Investopedia
- Wall Street Journal
- CNBC
- Marketplace
- Google Sheets
- Google Workspace
- Nearpod
- Kahoot!
- Quizizz

Equipment Needed:

- Student Chromebooks or laptops
- Teacher computer with internet access
- Interactive whiteboard/projector
- High-speed internet access
- Google Workspace
- Google Sheets or Microsoft Excel
- Financial statement templates
- Budget templates
- Business Model Canvas templates
- Calculators
- AP Classroom access
- Printer
- Whiteboards and markers
- Financial case studies
- Graphic organizers

UNIT 4 OVERVIEW

Content Area: Business

Unit Title: Management and Strategy

Target Course/Grade Level: Advanced Placement Business with Personal Finance/Grades 10–12

Unit Summary: This unit serves as the culmination of the AP Business with Personal Finance curriculum by examining how business leaders develop strategies, manage operations, lead organizations, and make evidence-based decisions to achieve organizational goals. Students explore organizational structure, leadership, human resource management, operations, risk management, ethics, and strategic planning while evaluating how these components contribute to long-term business success. Students synthesize knowledge acquired throughout the course by completing and presenting the **College Board Business Model Canvas Project**, integrating entrepreneurship, marketing, finance, and management concepts into a comprehensive business plan. Students analyze authentic business scenarios, evaluate strategic alternatives, and defend recommendations using quantitative and qualitative evidence in preparation for the AP Business with Personal Finance Exam.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

9.1.12.CFR.3 Research companies with corporate governance policies supporting the common good and human rights.
9.1.12.CFR.6 Identify and explain the consequences of breaking federal and/or state employment or financial laws.
9.2.12.CAP.1 Analyze unemployment rates for workers with different levels of education and how economic, social, and political conditions are affected by a recession.
9.2.12.CAP.13 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.2.12.CAP.17 Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.4.12.CT.4 Participate in online strategy and planning sessions for course-based, school-based, or other project and determine strategies that contribute to effective outcomes.
9.4.12.DC.7 Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments.

College Board Standards:

4.1.A Describe the function of management.
4.1.B Identify and demonstrate effective leadership and business communication skills.
4.1.C Explain why businesses need to hire and develop employees with a variety of core competencies.
4.1.D Explain how businesses compensate, motivate, and seek to retain high-quality employees.

4.2.A Describe key performance indicators (KPIs) used to evaluate business performance.
4.2.B Develop or interpret financial and nonfinancial KPIs to monitor a business's financial health and progress toward goals.
4.2.C Explain how businesses use benchmarks.
4.3.A Explain how and why businesses develop and use strategy to achieve goals.
4.3.B Apply a deliberative process to make a business decision.
4.4.A Describe Michael Porter's Five Forces strategic framework.
4.4.B Apply Porter's Five Forces to evaluate the competitiveness of a market.
4.4.C Describe SWOT analysis factors used to evaluate business viability.
4.4.D Apply SWOT analysis to assess a business's internal capabilities and external opportunities and threats.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3 Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4 Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Interdisciplinary Connections and Standards:
ELA
W.11-12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject.
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues.
Mathematics
S.IC.B.6 Evaluate reports based on data.
A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Science
HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems.
Social Studies
6.1.12.CivicsPR.16.a Analyze the impact of organizational governance, legal regulations, and government policies on corporate operations and civic leadership.

Unit Understandings:
Students will understand that…

- Effective management aligns organizational resources with strategic goals.
- Leadership influences organizational culture, employee performance, and long-term success.
- Strategic planning requires continuous analysis of internal strengths, external opportunities, and potential risks.
- Human resource management contributes to employee engagement, organizational effectiveness, and ethical workplace practices.
- Operations management focuses on efficiency, quality, and customer satisfaction.
- Ethical leadership strengthens organizational reputation and stakeholder trust.

- Businesses must continually adapt to changing economic, technological, and competitive environments.
- Strategic decisions require balancing financial performance, customer value, operational efficiency, and long-term sustainability.

Unit Essential Questions:

- What characteristics define effective business leadership?
- How do strategic decisions influence organizational success?
- How do organizational structure and culture impact employee performance?
- How do businesses manage operational challenges while maintaining quality and efficiency?
- How do ethical considerations influence management decisions?
- How do organizations evaluate strategic opportunities and risks?
- How can business leaders utilize evidence to improve organizational performance?

Knowledge and Skills:

Students will know...

- Leadership theories and management styles.
- Organizational structures and organizational culture.
- Human resource management functions.
- Operations management principles.
- Supply chain management concepts.
- Quality improvement strategies.
- Strategic planning models.
- SWOT analysis and strategic evaluation.
- Risk management principles.
- Business ethics and corporate governance.
- Organizational performance metrics.
- Components of the College Board Business Model Canvas.
- Business terminology identified in the AP Business with Personal Finance Course and Exam Description.

Students will be able to...

- Analyze leadership decisions using authentic business scenarios.
- Evaluate organizational structures and recommend improvements.
- Develop strategic recommendations supported by qualitative and quantitative evidence.
- Analyze operational challenges and recommend effective solutions.
- Evaluate business risks and recommend mitigation strategies.
- Analyze ethical dilemmas using stakeholder perspectives.
- Complete and present the College Board Business Model Canvas Project.
- Defend business recommendations through AP-style written and oral responses.
- Apply College Board Business Skill Categories to synthesize concepts from the entire course.

EVIDENCE OF LEARNING

Assessment:
What evidence will be collected and deemed acceptable to show that students truly "understand"?
Formative Assessments

- AP Classroom Topic Questions
- AP Classroom Progress Checks
- AP-style stimulus-based multiple-choice questions
- Strategic planning case studies
- Leadership reflection activities
- SWOT analysis exercises
- Operations management simulations
- Human resource management scenarios
- Business ethics discussions
- Exit tickets
- Teacher conferences

Summative Assessments

- College Board Business Canvas Project – Final Presentation
    - Complete Business Canvas
    - Strategic Analysis
    - Business Presentation
    - Evidence-Based Defense of Business Decisions
- AP Business with Personal Finance Comprehensive Assessment
    - Stimulus-Based Multiple Choice
    - Business Application Free-Response Questions
    - Business Decision Free-Response Questions
    - Comprehensive Business Case Analysis

Learning Activities:
What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Analyze leadership case studies.
- Evaluate organizational structures.
- Conduct SWOT analyses.
- Participate in strategic planning simulations.
- Analyze operational decision-making scenarios.
- Investigate supply chain management strategies.
- Evaluate business ethics through authentic cases.
- Complete AP Classroom Topic Questions and Progress Checks.
- Finalize and present the College Board Business Model Canvas Project.
- Participate in AP-style review activities.
- Analyze comprehensive business case studies.

RESOURCES

Teacher Resources:

- College Board AP Business with Personal Finance Course and Exam Description (CED)
- AP Classroom
- AP Daily Videos
- College Board Question Bank
- Business Model Canvas Templates
- Financial Advisor Project Materials
- Consumer Financial Protection Bureau (CFPB)
- Federal Reserve Education
- U.S. Small Business Administration
- Investopedia
- Wall Street Journal
- CNBC
- Harvard Business Review
- Google Workspace
- Google Sheets
- Nearpod
- Kahoot!
- Quizizz

Equipment Needed:

- Student Chromebooks or laptops
- Teacher computer with internet access
- Interactive whiteboard/projector
- High-speed internet access
- Google Workspace
- Google Sheets or Microsoft Excel
- AP Classroom access
- Business Model Canvas templates
- Presentation software
- Calculators
- Printer
- Whiteboards and markers
- Business case studies
- Graphic organizers

UNIT 5 OVERVIEW

Content Area: Business

Unit Title: Personal Goals, Budgeting, and Investing

Target Course/Grade Level: Advanced Placement Business with Personal Finance/Grades 10–12

Unit Summary: Following completion of the AP Exam, students transition into the **College Board Financial Advisor Project**, applying personal financial literacy concepts to develop individualized financial plans and long-term financial recommendations. Throughout the unit, students develop the analytical reasoning, evidence-based decision-making, and quantitative reasoning skills identified in the College Board AP Business with Personal Finance Course and Exam Description while preparing for the AP Exam through authentic business applications and AP Classroom instructional resources.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

9.1.12.FP.1 Create a clear long-term financial plan to ensure its alignment with your values.
9.1.12.FP.2 Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.FP.3 Relate the concept of delayed gratification to meeting financial goals, investing and building wealth over time.
9.1.12.PB.3 Design a personal budget that will help you reach your long-term and short-term financial goals.
9.1.12.PB.4 Explain how you would revise your budget to accommodate changing circumstances.
9.1.12.RM.1 Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments.
9.1.12.RM.2 Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
9.1.12.RM.3 Compare the cost of various types of insurance for the same product or service, strategies to lower costs, and the process for filing an insurance claim.
9.1.12.RM.7 Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.
9.2.12.CAP.3 Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4 Evaluate different careers and develop various plans and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.5 Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP.10 Identify strategies for reducing overall costs of postsecondary education.
9.2.12.CAP.11 Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
9.2.12.CAP.12 Explain how compulsory government programs provide insurance against loss of income and benefits to eligible recipients.
9.4.12.CI.2 Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.IML.2 Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information.

College Board Standards:
5.1.A Identify types of taxes paid by individuals.
5.1.B Explain why individuals and households pay different amounts of federal income tax in the U.S.
5.1.C Determine and describe components of an individual's pay stub.
5.2.A Identify types of insurable risks individuals face.
5.2.B Describe types of insurance individuals use to protect themselves from financial loss.
5.2.C Recommend appropriate insurance coverage based on an individual's or household's risk tolerance and needs.
5.2.D Explain how individuals and households can protect themselves from risks associated with financial fraud.
5.3.A Explain how financial planning supports an individual's ability to achieve goals related to postsecondary education, housing, retirement, and charitable giving.
5.3.B Describe factors that impact an individual's or household's return on financial assets.
5.3.C Recommend a saving and investment plan based on the postsecondary education, housing, and retirement goals, time horizon, and risk tolerance of an individual or household.

Career Readiness, Life Literacies, and Key Skills:
9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.IML.3 Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.
9.4.12.IML.7 Develop an argument to support a claim regarding a current workplace or societal/ethical issue.
9.4.12.TL.1 Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
9.4.12.TL.2 Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Interdisciplinary Connections and Standards:
ELA
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.
Mathematics
F.BF.A.1 Write a function that describes a relationship between two quantities.
N.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling in financial systems.
Science
HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics.
Social Studies
6.1.12.EconET.14.c Analyze how public policies, taxation, and government entitlement programs (e.g., Social Security, Medicare) impact personal wealth accumulation and societal responsibilities.

Unit Understandings:
Students will understand that…

- Personal financial planning requires individuals to establish goals, manage risk, and make informed, evidence-based financial decisions throughout life.

- Gross income is reduced by mandatory taxes and voluntary benefit deductions, determining the actual net pay available for household allocation.
- Tax liabilities vary based on federal, state, and local policies, progressive rate structures, allowable tax deductions, and tax credits.
- Comprehensive risk management requires evaluating insurable risks (personal, property, liability) and balancing insurance protection (premiums and deductibles) with self-insurance and emergency savings.
- Protecting wealth requires proactive strategies to mitigate risks from financial fraud, predatory lending, and cyber scams.
- Achieving long-term goals, such as postsecondary education, homeownership, retirement, and charitable giving, depends on aligning investment time horizons, risk tolerance, and compound growth.
- Real investment returns are significantly impacted by inflation, management fees, capital gains taxes, and psychological behavioral biases.
- Financial advising requires synthesizing client evidence, balancing quantitative data with household values, and delivering clear, persuasive, and empathetic recommendations.

Unit Essential Questions:

- How do personal values, life stages, and lifestyle choices influence financial goal setting and household budgeting?
- How do taxes, payroll deductions, and employee benefits affect the relationship between gross pay and net income?
- How can individuals and households protect themselves against personal, property, liability, and fraudulent risks?
- How do time horizons, risk tolerance, and compound interest shape saving and investment strategies for major life goals?
- How do inflation, investment fees, taxes, and behavioral biases alter real investment returns over time?
- How does a financial advisor analyze household data to construct, justify, and present a comprehensive, values-aligned financial plan?

Knowledge and Skills:

Students will know...

- Types of taxes paid by individuals (federal, state, and local income taxes, payroll taxes for Social Security and Medicare, capital gains, property, and sales taxes) and progressive tax rate structures.
- The function of tax deductions and tax credits in reducing taxable income and total tax liability.
- The structure of a pay stub, including gross income, mandatory deductions, pretax/post-tax voluntary deductions, and net pay.
- Types of insurable risks (personal, property, liability) and core insurance concepts (premiums, deductibles, policy limits, claims, and coverage options).
- Types of personal insurance policies (health, auto, homeowners, renters, life, disability, extended warranties) and methods for evaluating adequate coverage.
- Strategies to identify and prevent financial risks associated with predatory lending, identity theft, phishing, and financial scams.
- Funding mechanisms and financial planning considerations for postsecondary education (FAFSA, grants, scholarships, federal vs. private loans), housing (renting vs. buying, mortgages, down payments), retirement (Social Security, 401(k)/IRA, employer matching), and charitable giving.
- Factors affecting investment returns, including compounding, risk-return trade-offs, asset classes (stocks, bonds, mutual funds, savings vehicles), diversification, investment fees, taxes, inflation, and behavioral biases (e.g., loss aversion, overconfidence).

- Financial goal setting, budgeting, investing, insurance, retirement planning, and risk management within the College Board Financial Advisor Project.
- Business terminology identified in the AP Business with Personal Finance Course and Exam Description.

Students will be able to...

- Analyze an individual pay stub to calculate gross pay, tax withholdings, voluntary deductions, and net income.
- Construct a comprehensive household budget that balances net pay with fixed expenses, variable expenses, debt obligations, and savings allocations.
- Evaluate household insurance coverage and recommend appropriate policy limits, deductibles, and premiums based on risk tolerance and family needs.
- Formulate a fraud protection strategy to safeguard personal identity, credit, and financial assets from scams and predatory practices.
- Calculate required saving and investment contributions for postsecondary education, home down payments, and retirement goals using financial tools and calculators.
- Design a diversified saving and investment portfolio tailored to a household's specific time horizon, risk tolerance, and values.
- Analyze the eroding effects of inflation, management fees, taxes, and emotional biases on real investment returns.
- Develop a comprehensive personal financial plan through the College Board Financial Advisor Project.
- Apply College Board Business Skill Categories to synthesize concepts from the entire course.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Formative Assessments

- Leadership reflection activities
- Exit tickets
- Teacher conferences

Summative Assessments

- Post-AP Performance Assessment
- College Board Financial Advisor Project
    - Establish personal financial goals.
    - Develop a comprehensive spending and savings plan.
    - Evaluate insurance needs.
    - Analyze investment strategies.
    - Develop retirement planning recommendations.
    - Present an individualized financial plan supported by evidence.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Analyze comprehensive business case studies.
- Transition to the College Board Financial Advisor Project following the AP Exam.

- Develop individualized financial plans utilizing budgeting, saving, investing, insurance, and retirement planning concepts.
- Present financial recommendations supported by quantitative evidence.

RESOURCES

Teacher Resources:

- College Board AP Business with Personal Finance Course and Exam Description (CED)
- AP Classroom
- AP Daily Videos
- College Board Question Bank
- Business Model Canvas Templates
- Financial Advisor Project Materials
- Consumer Financial Protection Bureau (CFPB)
- Federal Reserve Education
- U.S. Small Business Administration
- Investopedia
- Wall Street Journal
- CNBC
- Harvard Business Review
- Google Workspace
- Google Sheets
- Nearpod
- Kahoot!
- Quizizz

Equipment Needed:

- Student Chromebooks or laptops
- Teacher computer with internet access
- Interactive whiteboard/projector
- High-speed internet access
- Google Workspace
- Google Sheets or Microsoft Excel
- AP Classroom access
- Financial Advisor Project templates
- Presentation software
- Calculators
- Printer
- Whiteboards and markers
- Business case studies
- Graphic organizers