



# MADLY PRODUCTIVE PATHWAYS

PROJECT-BASED CTE CURRICULUM  
FOR BUSINESS & TECH CLASSROOMS



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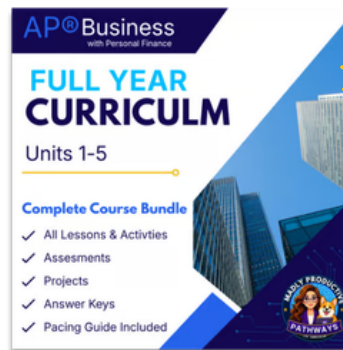
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# MADLY PRODUCTIVE PATHWAYS

Unit 1: Businesses, Competition, and New Ideas

## Topic 1.1: What Is a Business?

READ FIRST — Teacher Command Center

**LO: 1.1.A, 1.1.B | Skill: 1.A, 2.A | Canvas: Task 1**

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*Aligned to the AP® Business with Personal Finance Course Framework (Fall 2026)*

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# 1. Topic at a Glance

<b>Topic</b>	1.1 — What Is a Business?
<b>Unit</b>	1: Businesses, Competition, and New Ideas
<b>Estimated Time</b>	4 class periods (CED recommendation, 45 min each)
<b>Learning Objectives</b>	1.1.A, 1.1.B
<b>Skill Focus</b>	Skill 1.A, Skill 2.A
<b>Business Canvas</b>	Task 1: Identify and describe a customer's problem, need, or want.
<b>Personal Finance</b>	— (none in this topic)
<b>Case Study</b>	Brew & Brood (original case — no AP-protected content)
<b>FRQ Practice</b>	Business Concept Application (exam FRQ 3 format)
<b>Teacher Prep</b>	Across 4 days — print Guided Notes, Worksheet, Case, Canvas Task 1, Exit Ticket, MCQs, Mini-FRQ.

**The fastest start:** read this guide, print everything listed in §3, open the slides, and you're ready for Day 1. Total prep time: ~10 minutes.

## 2. What's Included

All files in this package, by folder. The **Day** column shows which class period each file is used on (per the CED's 4-day pacing for Topic 1.1).

Folder	File	Audience	Day
00 Start Here	<b>00_READ_FIRST_Teacher_Guide.pdf</b>	Teacher	Before Day 1
00 Start Here	01_Teacher_Lesson_Plan.pdf	Teacher	All 4 days
00 Start Here	02_Standards_and_Skills_Map.pdf	Teacher	Reference / audit
01 Present	1.1_Slides.pptx	Whole class	Days 1–4
01 Present	1.1_Bell_Ringer.pdf	Whole class	Day 1
02 Student Handouts	1.1_Guided_Notes_Student.docx / .pdf	Students	Days 1–2
02 Student Handouts	1.1_Vocabulary_Slip.pdf	Students	Day 1 +
02 Student Handouts	1.1_Student_Application_Worksheet.docx / .pdf	Students	Day 2
03 Case Study	1.1_Brew_and_Brood_Case_Student.pdf	Students	Day 3
03 Case Study	1.1_Brew_and_Brood_Case_Teacher_Key.pdf	Teacher	Day 3
04 Business Canvas Project	1.1_Business_Canvas_Task_1_Student.docx / .pdf	Students	Day 4
05 Assessment	1.1_Exit_Ticket.pdf	Students	Day 4
05 Assessment	1.1_MCQ_Practice_Set.pdf	Students	Day 4
05 Assessment	1.1_Mini_FRQ_Business_Concept_Application.pdf	Students	HW after Day 4
06 Answer Keys	1.1_Guided_Notes_Key.pdf	Teacher	Days 1–2
06 Answer Keys	1.1_Worksheet_Key.pdf	Teacher	Day 2
06 Answer Keys	1.1_Exit_Ticket_Key.pdf	Teacher	Day 4
06 Answer Keys	1.1_MCQ_Key.pdf	Teacher	Day 4
06 Answer Keys	1.1_Mini_FRQ_Scoring_Guide.pdf	Teacher	After Day 4

### 3. Teacher Prep Checklist (before Day 1)

All of the following materials are used across the 4 days of Topic 1.1 (per CED pacing). Printing everything before Day 1 means you don't have to re-prepare mid-week.

#### Print for students (~1 copy each per student)

- Guided Notes (Student version) — used Days 1–2
- Vocabulary Slip — distribute Day 1, students keep it for the whole unit
- Student Application Worksheet (Sweet Loaf Bakery) — Day 2
- Brew & Brood Case Study — Day 3
- Business Canvas Task 1 — Day 4
- MCQ Practice Set — Day 4 in-class
- Exit Ticket — Day 4 end-of-class
- Mini-FRQ — Day 4 homework

#### Print for teacher (1 copy)

- Teacher Lesson Plan (this folder)
- Brew & Brood Case Teacher Key
- Guided Notes Key
- Worksheet Key
- Exit Ticket Key
- MCQ Key
- Mini-FRQ Scoring Guide

#### Present

- Open **1.1\_Slides.pptx** in PowerPoint or Google Slides — it imports cleanly.
- Bell Ringer is on slide 3 (Day 1) — no separate print needed.

#### Collect

- **Day 2:** Sweet Loaf Worksheet (classwork grade or completion).
- **Day 3:** AP-style writing prompt response (formative).
- **Day 4:** Canvas Task 1 worksheet (track in student's project portfolio — used through Unit 4), Exit Ticket (formative quick scan), MCQ Practice Set (grade or self-check).
- **After Day 4:** Mini-FRQ (graded with the scoring guide).

#### ABOUT PACING

Topic 1.1 is 4 class periods per the College Board CED. Every file in this package fits inside those 4 days — nothing is 'extra.' If you're on a block schedule (80–90 min), see §6 to compress to 2 blocks.

## 4. 4-Day Pacing (CED-aligned)

The College Board CED allocates **4 class periods** (45 min each) to Topic 1.1. Every material in this package fits inside those 4 days — nothing is 'extra.' the detailed minute-by-minute block layout for each day is in **01\_Teacher\_Lesson\_Plan.pdf**.

Day	Focus	Main Activities	Key Files Used
1	LO 1.1.A — Business, customer, consumer, problem-solution fit	Bell Ringer → Mini-lesson Part 1 → Try It application	Slides 1–8, Bell Ringer, Guided Notes (I–II), Vocabulary Slip
2	LO 1.1.B — Value creation vs. value capture	Mini-lesson Part 2 → Side-by-Side analysis → Sweet Loaf Worksheet	Slides 9–13, Guided Notes (III–V), Worksheet + Key
3	Apply both LOs to a case (Skill 3 practice)	Brew & Brood case read → small-group analysis → share-out → AP-style writing prompt	Slides 13–14, Case Student + Teacher Key
4	Canvas Project + Assessment	Canvas Task 1 → MCQ Practice → Exit Ticket. Mini-FRQ assigned as homework.	Slides 15–17, Canvas Task 1, MCQs + Key, Exit Ticket + Key, Mini-FRQ

### SOURCE OF TRUTH

Pacing follows the AP® Business with Personal Finance CED (Fall 2026). The CED's Unit-at-a-Glance table (Unit 1) assigns Topic 1.1 four 45-minute class periods, including time for the Business Canvas Project task.

## 5. Day-by-Day Block Layouts

Each day = 45 minutes. Below is one suggested block layout per day. Adjust by  $\pm 2$ –3 minutes based on your class culture.

### Day 1 — Hook + Foundation (LO 1.1.A)

45 minutes · Focus: LO 1.1.A

Time	Activity	File used
0–5	Bell Ringer: Espresso Machine Dilemma (turn-and-talk)	Bell Ringer + slide 3
5–10	Class debrief; share customer/consumer answers	Slide 3 prompts
10–20	Mini-lesson Part 1: business, customer, consumer	Slides 4–6 + Guided Notes I
20–35	Mini-lesson + Problem-Solution Fit	Slides 7–8 + Guided Notes II
35–42	Try It: students apply problem-solution fit to a local business they know	Slide 8 prompt
42–45	Preview Day 2; assign Vocabulary Slip for review	Vocabulary Slip

### Day 2 — Value Concepts (LO 1.1.B)

45 minutes · Focus: LO 1.1.B

Time	Activity	File used
0–3	Recap: customer vs. consumer (cold-call check)	—
3–8	Value — the building block (the customer's perspective)	Slide 10 quote card
8–22	Mini-lesson Part 2: Value Creation vs. Value Capture	Slides 11 + Guided Notes III–IV
22–32	Side by Side: Cafés A, B, C — students label create/capture	Slide 12 + Guided Notes V
32–43	Student Application Worksheet (Sweet Loaf Bakery)	Student Application Worksheet
43–45	Preview Day 3 case study; collect worksheets	—

### Day 3 — Case Study Application

45 minutes · Focus: Apply both LOs to an original case

Time	Activity	File used
0–5	Set up the case: read aloud Riley's situation	Slide 14
5–18	Read case in pairs	Brew & Brood Case (Student)
18–33	Small groups (3–4) tackle Analysis Questions 1–3	Case Analysis Questions
33–40	Whole-class share-out + facilitate to Option B insight	Teacher Key facilitation moves
40–45	AP-Style Writing Prompt — quick draft as exit	Case writing prompt

### Day 4 — Canvas Project + Assessment

45 minutes · Focus: Canvas Project + AP-style assessment

Time	Activity	File used
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0–5	Frame the through-course project; preview Canvas Task 1	Slide 15 + 16
5–25	Students complete Canvas Project Task 1 (independent)	Business Canvas Task 1
25–35	MCQ Practice Set — 5 set-based questions in-class	MCQ Practice Set
35–42	Exit Ticket (2 MCQs + 1 short response)	Exit Ticket
42–45	Collect Canvas Task 1 + Exit Ticket; assign Mini-FRQ HW	Mini-FRQ (Business Concept App)

## 6. Block Schedule Alternative

If your school is on a block schedule (80–90 min × 2 blocks instead of 45 min × 4 days), the same CED-allocated content compresses into 2 blocks. The CED's content allocation is preserved; only the calendar shape changes.

Block	Replaces	Activities
Block 1	Days 1 + 2	Bell Ringer → Mini-lesson Part 1 (LO 1.1.A) → Mini-lesson Part 2 (LO 1.1.B) → Side-by-Side → Sweet Loaf Worksheet
Block 2	Days 3 + 4	Brew & Brood Case → debrief → Canvas Task 1 → MCQ Practice → Exit Ticket. Mini-FRQ as homework.

## 7. What Gets Used on Which Day

File	Day 1	Day 2	Day 3	Day 4
Slides	•	•	•	•
Bell Ringer	•			
Guided Notes	•	•		
Vocabulary Slip	•	•	•	•
Student Application Worksheet		•		
Brew & Brood Case			•	
Canvas Task 1				•
MCQ Practice Set				•
Exit Ticket				•
Mini-FRQ (assigned as HW after Day 4)				HW

## 8. Assessment Guidance

### Formative — during / end of lesson

**Exit Ticket** (5 min). Quick scan, don't grade rigorously. Look for understanding of customer/consumer distinction and value capture. If more than 25% miss either MCQ, plan a 5-minute reteach next class.

### Classwork — low-stakes

**Student Application Worksheet.** Collect at end of class or next class. Use the Worksheet Key for sample answers. Recommended grading: completion or a 3-point rubric (concept named correctly · uses scenario evidence · explanation present).

### AP-Style Practice — extension

**MCQ Set** — 5 questions in CED set-based style. Each question is skill- and LO-tagged in the Key so you can give targeted feedback. Use as homework or as a 10-minute in-class quiz.

**Mini-FRQ** — 12 minutes. Mirrors exam FRQ 3 (Business Concept Application). Use the 10-point scoring guide; circle missing elements rather than deducting silently. By the end of Unit 1, students will have seen all 4 exam FRQ formats once.

### Unit Test Connection

Topic 1.1 contributes ~1–2 questions to the Unit 1 Test (sold separately as part of the Unit 1 Complete Bundle). The bundle test draws from all 8 topics.

## 9. Business Canvas Project Guidance

### What is the Business Canvas Project?

A through-course project required by the AP Business with Personal Finance framework. Students develop their own business idea across Units 1–4. They are assessed on the project via Free-Response Question 1 on the AP Exam (15% of total exam score).

### What Task 1 accomplishes

Students identify and describe a customer problem, need, or want. This is the foundation of the entire project — every other Canvas task builds on *whose problem is being solved*.

### What students should have by end of Topic 1.1

- Three brainstormed potential customers (Step 1 of the worksheet).
- One committed customer choice with their identified problem, need, or want.
- Awareness that this is still a hypothesis that will be validated later (in Tasks 3 and 5).

### How this connects to later topics in Unit 1

- **1.2:** Add a plan to seek competitive advantage around this customer.
- **1.3:** Apply PESTEL analysis to the market for this idea.
- **1.4:** Conduct customer interviews; develop the product idea; test problem-solution fit hypothesis.
- **1.5:** Add vision and mission statements.
- **1.6 / 1.7:** Address ethics and organization decisions.
- **1.8:** Develop a supply chain plan.
- **End of Unit 1 (Task 8):** Commit to a final business idea and revise the canvas.

### Project management tip

Have each student keep all their Canvas Task worksheets in a single folder (physical or digital). They will reference earlier tasks throughout Units 2–4, and the final canvas at the end of Unit 4 pulls from all of them.

## 10. Differentiation

### Struggling students

- Pre-fill some guided notes blanks (provide the first letter or a word bank).
- Pair them with stronger students for the worksheet and case discussion.
- For Canvas Task 1, let them start by listing customers they personally know rather than abstract demographics.
- Allow use of the Vocabulary Slip during the Exit Ticket.

### Advanced students

- Identify a real local business and write 3 sentences on its problem-solution fit AND value capture mechanism.
- Write one additional MCQ stem for a partner to answer.
- Read the Brew & Brood case independently and prepare to facilitate the case discussion.

### Group work

- Bell Ringer: pairs
- Worksheet: pairs or independent
- Case Study: groups of 3–4
- Canvas Task 1: independent (this is each student's own business idea)

### Virtual / asynchronous

- Record yourself narrating the Slides (or use Loom / Screencastify) and post.
- Use the Guided Notes (student) as a fill-in-as-you-watch handout.
- Worksheet, Exit Ticket, and MCQs work cleanly as async assessments.
- Save Canvas Task 1 for synchronous time — peer feedback strengthens the customer-validation thinking.

## 11. Answer Key Map

Looking for the answer key for...	Find it at...
Guided Notes	06 Answer Keys / 1.1_Guided_Notes_Key.pdf
Student Application Worksheet (Sweet Loaf Bakery)	06 Answer Keys / 1.1_Worksheet_Key.pdf
Brew & Brood Case Study	03 Case Study / 1.1_Brew_and_Brood_Case_Teacher_Key.pdf
Exit Ticket	06 Answer Keys / 1.1_Exit_Ticket_Key.pdf
MCQ Practice Set	06 Answer Keys / 1.1_MCQ_Key.pdf
Mini-FRQ (Business Concept Application)	06 Answer Keys / 1.1_Mini_FRQ_Scoring_Guide.pdf

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