

MADLY PRODUCTIVE PATHWAYS

Unit 1: Businesses, Competition, and New Ideas

Topic 1.1: What Is a Business?

Teacher Lesson Plan

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

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

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1. Topic at a Glance

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

CED PACING

The College Board CED allocates 4 class periods (45 min each) to Topic 1.1. This lesson plan follows that pacing. A block-schedule alternative appears below.

2. Materials Across the 4 Days

- **Present (all 4 days):** Slides; Bell Ringer (Day 1)
- **Student Handouts:** Guided Notes (Days 1–2); Vocabulary Slip (Day 1+); Student Application Worksheet (Day 2)
- **Case Study (Day 3):** Brew & Brood (student) + Teacher Key
- **Canvas Project (Day 4):** Task 1 worksheet
- **Assessment (Day 4):** Exit Ticket; MCQ Practice Set; Mini-FRQ (homework)

3. Teacher Prep Checklist (before Day 1)

- Open **1.1_Slides.pptx** in PowerPoint or Google Slides.
- Print Guided Notes, Worksheet, Case Study, Canvas Task 1, Exit Ticket, MCQ Practice Set — one per student.
- Have all six Answer Keys / Scoring Guides ready (in 03 Case Study and 06 Answer Keys folders).
- Optional: print Vocabulary Slip for students to keep at the front of their notebooks all unit.

4. Day-by-Day Plan (4 class periods, CED-aligned)

Day 1 — Hook + Foundation (LO 1.1.A)

45 minutes · Focus: LO 1.1.A — Identify ways businesses address customers' problems, needs, and wants.

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 — Distinguish value creation from value capture.

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 business case (Skill 3 — Decision Making practice).

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 Task 1 + AP-style assessment.

Time	Activity	File used
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)

5. Block Schedule Alternative (80–90 min × 2 blocks)

If your school runs 80–90 minute blocks instead of 45-minute periods, condense the 4 days into 2 blocks. The CED's content allocation is preserved; only the calendar shape changes.

Block	Combines	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	Recap → Brew & Brood Case → Whole-class debrief → Canvas Task 1 → MCQ Practice + Exit Ticket. Assign Mini-FRQ as homework.

6. Differentiation Supports

- **Scaffold:** partially-completed Guided Notes (provide first letter of blanks); permit use of Vocabulary Slip during Exit Ticket.
- **Extend:** local-business analysis (problem-solution fit + value capture); student-authored MCQ for a partner.
- **ELL:** provide Vocabulary Slip 1 day in advance; pair for the Day 3 case discussion.
- **Virtual / asynchronous:** record narrated slides; assign Worksheet, Exit Ticket, and MCQs asynchronously. Save Canvas Task 1 for synchronous time.

7. Assessment Guidance

- **Day 4 Exit Ticket** (formative, 5 min): quick scan; reteach if >25% miss either MCQ.
- **Day 2 Worksheet** (classwork): completion or 3-pt rubric; key in 06 Answer Keys.
- **Day 3 AP-Style Writing Prompt:** use the 4-point holistic rubric in the Case Teacher Key.
- **Day 4 MCQ Set + Homework Mini-FRQ:** skill-tagged for targeted feedback. The Mini-FRQ practices the Business Concept Application format (FRQ 3 on the exam).

8. Business Canvas Connection

Day 4 launches the Business Canvas Project with **Task 1: Identify and describe a customer's problem, need, or want**. Students brainstorm 3 customers, commit to one, and acknowledge their commitment is still a hypothesis. Hypothesis testing happens later in Unit 1 (Tasks 3 and 5). See READ FIRST §9 for the full Canvas arc through Unit 4.

9. AP Exam Connection

The Day 4 Mini-FRQ uses the **Business Concept Application** format — one of the four FRQ formats on the AP Exam. The other three formats (Business Canvas Project Validation, Personal

Finance, Business Decision/PACED) appear in other Unit 1 topics so students see all four before the unit test.

10. Using an AP-Provided Case Instead (Day 3)

If your school subscribes to AP Classroom and you would prefer to use the AP-provided case for Topic 1.1, you may substitute it for **Brew & Brood** on Day 3. The instructional flow is the same: students engage with a case, identify the customer problem, evaluate value creation/capture, and prepare for Day 4's Canvas Task 1. This curriculum does not reproduce any AP Classroom case content — access AP Classroom directly through your College Board login.