



MADLY PRODUCTIVE PATHWAYS

PROJECT-BASED CTE CURRICULUM
FOR BUSINESS & TECH CLASSROOMS



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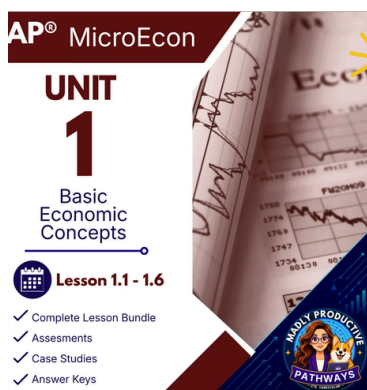
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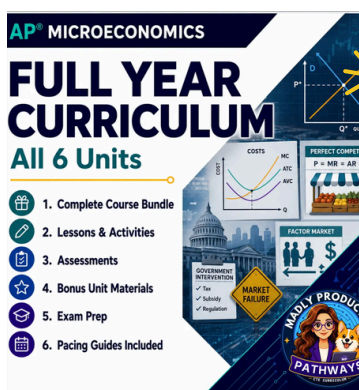
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MADLY PRODUCTIVE PATHWAYS

Unit 1: Basic Economic Concepts

Topic 1.1: Scarcity

READ FIRST — Teacher Command Center

LO: MKT-1.A | Skill: 1.A | Portfolio: Analysis Memo 1

Aligned to the AP® Microeconomics Course Framework (Effective Fall 2022)

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1. Topic at a Glance

Topic	1.1 — Scarcity
Unit	1: Basic Economic Concepts
Estimated Time	1 class period (45 min); MCQ set + Mini-FRQ extend as homework
Learning Objectives	MKT-1.A
Skill Focus	Skill 1.A
Advisor Portfolio	Analysis Memo 1: Identify Lumora Lighting Co.'s scarce resources and the key trade-off it faces.
Graph for Portfolio	— (concept visual, no graph)
Case Study	— (cases ship once per unit in the Unit 1 bonus, not per topic)
FRQ Practice	Short Free-Response — Concept & Explanation (exam Q2/Q3 format)
Teacher Prep	Print Guided Notes + Vocab Slip + Analysis Memo 1 + Exit Ticket; MCQ & Mini-FRQ as homework.

The fastest start: Scarcity is a one-period foundation lesson. Print the four student items in §3, open the slides, and you are ready. Prep time: ~5 minutes.

WHY THIS TOPIC IS LEAN

AP Microeconomics is a one-semester course (~70 class periods). The CED leaves the per-topic period count to you; Scarcity (one learning objective) fits a single 45-minute period. The MCQ set and Mini-FRQ are built as homework so the in-class time stays focused on the concept and the Analysis Memo.

2. What's Included

Every file in this package, by folder.

Folder	File	Audience	When
00 Start Here	00_READ_FIRST_Teacher_Guide.pdf	Teacher	Before class
00 Start Here	01_Teacher_Lesson_Plan.pdf	Teacher	The period
00 Start Here	02_Standards_and_Skills_Map.pdf	Teacher	Reference / audit
01 Present	1.1_Slides.pptx	Whole class	The period
01 Present	1.1_Bell_Ringer.pdf	Whole class	Warm-up
02 Student Handouts	1.1_Guided_Notes_Student.docx / .pdf	Students	During lesson
02 Student Handouts	1.1_Vocabulary_Slip.pdf	Students	Keep all unit
04 Market Analyst Portfolio	1.1_Analysis_Memo_1_Student.docx / .pdf	Students	Application
05 Assessment	1.1_Exit_Ticket.pdf	Students	End of class
05 Assessment	1.1_MCQ_Practice_Set.pdf	Students	Homework
05 Assessment	1.1_Mini_FRQ_Concept_Explanation.pdf	Students	Homework
06 Answer Keys	1.1_Guided_Notes_Key.pdf	Teacher	During lesson
06 Answer Keys	1.1_Analysis_Memo_1_Teacher_Notes.pdf	Teacher	Application
06 Answer Keys	1.1_Exit_Ticket_Key.pdf	Teacher	End of class
06 Answer Keys	1.1_MCQ_Key.pdf	Teacher	Homework
06 Answer Keys	1.1_Mini_FRQ_Scoring_Guide.pdf	Teacher	Homework

Looking for a case study? In this curriculum, one richer real-world case ships per UNIT (in the Unit 1 bonus) for a flex or block day — not in every topic — so each topic stays inside a single class period.

3. Teacher Prep Checklist

Print for students

- ☐ Guided Notes (Student) — one per student
- ☐ Vocabulary Slip — students keep it all unit
- ☐ Analysis Memo 1 (Lumora Lighting Co.) — one per student
- ☐ Exit Ticket — one per student
- ☐ (Homework) MCQ Practice Set + Mini-FRQ

Print for teacher

- ☐ Teacher Lesson Plan
- ☐ Guided Notes Key · Analysis Memo 1 Teacher Notes · Exit Ticket Key · MCQ Key · Mini-FRQ Scoring Guide

ABOUT THE MARKET ANALYST PORTFOLIO

Topic 1.1 launches the course-long Market Analyst Portfolio. Students act as a market analyst and add one short memo or one labeled graph per topic. In Topic 1.1 they analyze a single fictional firm — Lumora Lighting Co. — naming its scarce resources and its key trade-off. The Analysis Memo IS the in-class application (it replaces a separate worksheet). Graphs begin in 1.2. Keep each student's portfolio in one folder all semester; the capstone analysis pulls from all of it.

4. The Period at a Glance

One 45-minute period. The Analysis Memo is the guided-application block, so there is no separate worksheet competing for time. The detailed minute-by-minute layout is in 01_Teacher_Lesson_Plan.pdf.

Time	Activity	File used
0–5	Bell Ringer: The One-Oven Food Truck (turn-and-talk)	Bell Ringer + slide 3
5–13	Mini-lesson: scarcity = unlimited wants vs. limited resources	Slides 4–5 + Guided Notes I
13–23	The four economic resources (land, labor, capital, entrepreneurship)	Slides 6–7 + Guided Notes II
23–32	What is and is not scarce: rival vs. non-rival; scarcity vs. shortage	Slides 8–9 + Guided Notes III–IV
32–40	Analysis Memo 1 (Lumora Lighting Co.) — guided application	Analysis Memo 1 + slide 10
40–45	Exit Ticket; assign MCQ set + Mini-FRQ as homework	Exit Ticket; MCQ; Mini-FRQ

BLOCK SCHEDULE

On an 80–90 minute block, pair Topic 1.1 with Topic 1.2 (Resource Allocation & Economic Systems) — scarcity is the reason every system needs a way to allocate resources, so the two topics flow directly into each other.

5. Differentiation

Struggling students

- Pre-fill the first letter of guided-notes blanks, or provide a word bank.
- Give a 4-box organizer (one box per economic resource).
- Allow the Vocabulary Slip during the Exit Ticket.

Advanced students

- Classify a real local firm's four resources and name its single binding constraint.
- Argue whether a software firm's source code is a scarce or a non-rival resource.
- Extend Analysis Memo 1 with a second trade-off Lumora faces this quarter.

ELL / virtual

- Provide the Vocabulary Slip a day ahead.
- Record narrated slides; the MCQ set and Mini-FRQ work cleanly as async homework.

6. Answer Key Map

Looking for the key for...	Find it at...
Guided Notes	06 Answer Keys / 1.1_Guided_Notes_Key.pdf
Analysis Memo 1	06 Answer Keys / 1.1_Analysis_Memo_1_Teacher_Notes.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	06 Answer Keys / 1.1_Mini_FRQ_Scoring_Guide.pdf

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