

**FOREST LAKE AREA SCHOOLS
FOREST LAKE, MN 55025**

December 4, 2025

AGENDA ITEM: 9.8

TOPIC: Recommendation to Approve AP Business with Personal Finance as a Course Taken in Grade 11 or 12.

BACKGROUND:

Minnesota statute requires students to take a personal finance course beginning in the 2026-2027 school year. This course is aligned with that statute and is designed to provide students with the foundational knowledge and skills to make informed financial decisions throughout their lives. Similar to Personal Finance, it covers essential topics related to earning, spending, saving, investing, borrowing, and protecting financial assets. It also includes developing key skills in business management, entrepreneurship, marketing, and finance. Throughout the course, students will complete two projects. The first will have them apply their learning of business concepts to an entrepreneurial project that will require them to perform tasks parallel to those business leaders perform, including product development, customer research, marketing, and preparing financial documents. At the end of the course, they will participate in a Financial Advisor Project in which they will provide financial recommendations to a fictional household based on a financial profile.

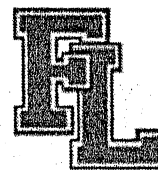
Students can earn college credit and a business credential by achieving a qualifying score on the end-of-year exam and course projects.

PROCESS:

Our district reviewed this new advanced placement offering developed by the College Board and determined that it would be a valuable and rigorous addition to our course offerings.

RECOMMENDATION: Recommendation to approve Personal Finance.

**To be offered beginning in 26-27 pending Board Approval*



REQUEST TO ADD/REVISE A COURSE

Forest Lake Area Schools

Primary Contact: Hayley Lang	Department: TBD	
Career Pathway:	Subject: AP Business with Personal Finance	
Grade Level(s)/Building(s): Grades 11 or 12	Proposed Course Start Date: 2026-2027 school year	
Department Members involved in the development of the course proposal: Must be licensed in agricultural education, business, family and consumer science, social studies, or math.		
Is your department currently in Instructional Review?		Requesting FastTrack due to an urgent department need or concern? <input type="radio"/> Yes <input type="radio"/> No
<input type="radio"/> Yes <i>* For all departments in the instructional review process, new courses will be developed as part of that work.</i>	<input type="radio"/> No What approximate year is your department scheduled to begin?	

PART I (complete with department colleagues)

COURSE PROPOSAL NARRATIVE

A. Course Information

Proposed Course Title: AP Business with Personal Finance	Length of Course: Semester (.5)
<p>Course Description as it will appear in the registration guide:</p> <p>As an AP Career Kickstart™ course, AP Business with Personal Finance offers students the opportunity to earn an employer-endorsed credential in the business field.</p> <p>The AP Business with Personal Finance Credential validates key skills in business management, entrepreneurship, marketing, and finance. Emerging professionals demonstrate proficiency in developing goods and services in various markets through iterative testing, setting and monitoring progress towards strategic goals, developing key elements of a marketing campaign, practicing good financial stewardship, and engaging in systematic decision making to capitalize on opportunities and solve problems.</p> <p>High school students earn the credential after taking a yearlong AP Business with Personal Finance course and then achieving a qualifying score on the end-of-year exam and full-year Business Canvas Project.</p>	

B. Background: Describe the process that led to this request.

<p>Gaps/Needs State the current issues and gaps for why this course is needed. <i>Key considerations: What standards are currently not being met? What skills are not currently being taught? What data support these conclusions? What other relevant needs would this course address? Can an existing course be modified to address the same concerns? Why or why not?</i></p> <p>Meeting the needs of the state required legislative changes.</p>

Business Skills

Skill Category 1

Concept Application

Explain business and personal finance concepts, principles, and strategies, and apply them to scenarios.

Skill Category 2

Entrepreneurship

Identify a market opportunity, and develop and test a product idea designed to address the opportunity.

SKILLS

1.A Describe business and personal finance concepts, principles, and strategies.

1.B Interpret quantitative and qualitative business and personal financial data, performing calculations as appropriate.

1.C Using business and personal finance concepts and principles, explain how and why businesses and individuals pursue specific goals, strategies, and actions.

2.A Identify a market opportunity (e.g., a customer problem, need, or want) and develop a product idea to address it.

2.B Formulate and test business hypotheses to iterate and improve on a product idea.

2.C Explain the desirability, viability, and/or feasibility of a product idea.

Professional & Leadership Skills

Skill Category 3

Decision Making

Describe opportunities or problems, and recommend courses of action to address them.

Skill Category 4

Communication

Create authentic communications appropriate for a specific audience and purpose.

Skill Category 5

Collaboration

Work collaboratively with and lead others to accomplish a goal or task.

SKILLS

3.A Describe internal, market, and external factors that affect a business or individual, and explain how and why they create opportunities and/or problems.

3.B Explain how potential courses of action could capitalize on an opportunity or solve a problem for a business or individual.

3.C Establish decision-making criteria and use them to systematically evaluate different courses of action a business or individual may take.

3.D Recommend a decisive course of action for a business or individual, and support the recommendation with persuasive reasoning and evidence.

4.A Present business and personal financial data (e.g., data visualizations and financial statements) in accurate, precise, and accessible formats targeted for a specific audience and purpose.

4.B Create authentic business communications (e.g., surveys, business canvases, and pitches) that are targeted for a specific audience and purpose.

5.A Develop clear, shared team objectives related to a business task or project consistent with a vision, mission, and/or goals.

5.B Define clear roles and responsibilities for members of a team working to accomplish a business task or project.

5.C Develop and implement effective strategies to motivate individuals and teams to achieve goals related to a business task or project.

5.D Follow through on agreed-upon deliverables as a part of a team working to accomplish a business task or project.

Standards | Indicate the state, national, or professional standards to which this course could be aligned. State and National standards will be used in the course alignment. However, the AP course Framework is well vetted through the *CollegeBoard* and trademarked for years prior to administration.

Course at a Glance

Unit 1 Businesses, Competition, and New Ideas

- 1.1 What Is a Business?
- 1.2 Markets and Competitive Advantage
- 1.3 PESTEL Factors and the Business Environment
- 1.4 How Do Business Ideas Originate?
- 1.5 Vision
- 1.6 Business Ethics
- 1.7 Organization, Roles, and Responsibilities
- 1.8 Supply Chains

Unit 2 Marketing

- 2.1 Marketing to Customers
- 2.2 Consumer Behavior
- 2.3 Market Research
- 2.4 Product
- 2.5 Price
- 2.6 Place and Channels
- 2.7 Promotion and Marketing Communications

Unit 3 – Part 1: Personal Saving and Borrowing

- 3.1 Saving for Future Purchases
- 3.2 Borrowing, Credit, and Debt

Unit 3 – Part 2: Business Finance and Accounting

- 3.3 Accounting and Financial Management
- 3.4 Business Expenses
- 3.5 Financial Capital
- 3.6 The Income Statement
- 3.7 The Balance Sheet and Net Worth
- 3.8 The Cash Flow Statement
- 3.9 Ethics and Financial Reporting

Unit 4 Management and Strategy

- 4.1 Management and Leadership
- 4.2 Evaluating Performance Using KPIs
- 4.3 Strategy and Decision Making
- 4.4 Strategic Frameworks: Porter's Five Forces and SWOT Analysis

Unit 5 Personal Goals, Budgeting, and Investing

- 5.1 Taxes, Net Income, and Budgeting
- 5.2 Managing Personal Risk
- 5.3 Saving and Investing for Education, Housing, and Retirement Goals

Rationale | How does this course support the needs outlined above?

Key Considerations: Describe how this course supports the district strategic plan and/or the Middle School Course of Study redesign and learning statements. Describe the Pathways/Design opportunities this new course would create for your students & department. Include any relevant advances in your content area that support the need for this new course.

Key considerations: AP Business with Personal Finance (APBPF) is directly aligned with the strategic plan of the FLAS. Meeting the goals to develop and enhance EACH student's academic, technical, and professional skills to equip them in identifying and preparing for their career path. APBPF specifically aligns with industry partners as FLAHS advisory boards have for students' success. Projects are directly aligned with business cases, decisions making, analysis, financial goals, household strategies, customer research, marketing, and preparation of financial documentation. APBPF directly aligns with multiple programs of study and our career pathways within Career and Technical education as well as our students who will be enrolled in a four year program or enlisted in the Military.

This course is a new part of AP's Kickstart program as well, offering credentials from employers alongside college credit.

ADDITIONAL FACTORS TO CONSIDER

	Consider & Describe Impact
Similar programs in other departments/grade levels	We do have to consider the levels of learning for all students. The rigor and challenge for students who are ready for advanced placement within the skills and content of business and personal finance. We do have concurrent enrollment courses within our business department that may be impacted in their requests.
Credit and prerequisite considerations	This course should be aligned as a .5 weighted credit. Students will be able to self-select into this AP course.
Anticipated major expenditures (specialized equipment, software, textbooks)	The major expenses will be a text, or a classroom set of texts. Potential research will need to be completed around cost and tools. Often AP classroom with provide supplemental resources and enough
Space Considerations (classroom/lab needs, storage, furniture, etc.)	TBD
Schedule Considerations (time of year, block vs. skinny, etc.)	FLAHS will offer the course on a skinny and likely offer the course in the middle of the day to provide opportunities for all students to access the course.
Technology Considerations (access to current software & equipment, etc.)	With the course launching in 2026-27 FLAHS will be part of the first year of implementation. Pilot schools have to consider the impacts of the additional exam on AP exam weeks. How many students will be potentially tested, and how that can impact costs.
Other	<p>During the course, students will: Develop their own entrepreneurial ideas through the Business Canvas Project.</p> <p>Practice advising on financial decisions like college loans, home ownership, and retirement planning</p> <p>Achieve the National Standards for Personal Financial Education</p>

PART II (Complete with T&L following building administrative approval)

C. Goals and Learning Outcomes

Long Term Goals for the Course | Identify desired results - what will students be able to do independently?
 This course will support students in their development of college based learning and build a strong foundation for success.

Standards | Indicate the state, national or professional standards to which this course is aligned.

(Copy and Paste standard and benchmarks)

This course was built in partnership with industry advisors, higher education faculty and high school educators, and CTA leaders.

MN statewide guidance

Essential Learning & Skills | Describe the essential learning and skills addressed in this course. Students will know and be skilled at:

The course skills are broken into five skill categories. Concept application, Entrepreneurship, decision making, communication and collaboration.

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Professional and Leadership Skills

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5.D Follow agreed-upon deliverables as part of a team working to accomplish a goal, task, or project.

D. Course Content

Course Outline | Add units and any key experiences or projects that students will engage in.

As listed above the course at a glance and the link to all units [here](#).
This course is well

Course at a Glance

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E. Budget Considerations

Materials, Equipment, Supplies List any new resources not already available necessary for this course. This might include subscriptions, technology, or other various resources needed for the course.	
____ <i>Textbooks</i> Title(s): Approximate total cost:	____ <i>Digital Curriculum Resources</i> Title(s): Approximate total cost: One-time cost or annual renewal?
____ <i>Other Curriculum Materials (consumables, supplies, ancillaries, etc.)</i> Materials: Consumable/non-consumable? Approximate total cost:	____ <i>Technology Devices/Equipment/Hardware</i> Devices/equipment needed: Approximate cost:
____ <i>Staff Development</i> Staff Development description: Approximate cost: Frequency (one time? yearly?):	____ Follow Up Plan Additional Staff Development Check in Meetings

FINAL APPROVAL PRIOR TO SCHOOL BOARD MEETING

John-Paul Jacobson _____ Director of Teaching and Learning Signature November 6, 2025
Proposed School Board Meeting Date:

