

Course Audit Alignment Guide — Mapping This Book to the AP® Curricular Requirements

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What this guide is

Every teacher offering AP Business with Personal Finance must submit a syllabus through the **AP Course Audit** and show evidence for each of the eleven curricular requirements (CR1–CR11) that the College Board publishes in its Syllabus Development Guide. This document is a **crosswalk**: for each requirement it tells you (a) what the requirement asks for, in our own words, (b) exactly which parts of the Synapse print book and free digital companion you can cite as evidence, and (c) a ready-to-adapt sample evidence statement you can paste into your syllabus and edit to match your classroom.

Two ground rules before you start:

1. **This guide paraphrases the requirements; it does not reproduce them.** Before submitting, read the College Board's own Syllabus Development Guide and Course and Exam Description (CED) on the AP Course Audit site — the official wording controls, and requirements can change between editions. The College Board has not reviewed or endorsed this book, this companion, or this alignment guide.
2. **A book cannot teach a course.** Several requirements (especially CR7 and CR8, and the class-time statements in CR9–CR11) describe things *your students do in your classroom*, not things any publisher can print. Where that is the case, this guide says so plainly and shows you which of our materials scaffold the activity — the syllabus language and the classroom implementation are yours.

The materials referenced throughout:

- **Print book:** *AP Business with Personal Finance 2027: Complete Study Guide for the New Digital Exam* (Synapse Academic Press, 2026). Chapters 1–27 cover the CED's five units topic by topic (Unit 1 = Ch 1–8, Unit 2 = Ch 9–14, Unit 3 = Ch 15–21, Unit 4 = Ch 22–24, Unit 5 = Ch 25–27). Appendices: **A** AP Skill Builders · **B** Case Studies · **C** Official-Style FRQ Practice · **D** AP Exam Strategy · **E** Full-Length Practice Paper 1 · **F** Business Canvas Project Guide · **G** Financial Advisor Project Guide · **H** Key Formulas · **I** Top AP Terms · **J** Competition Format Notes · **K** Last 24 Hours Cheatsheet · **L** CED Essential Cases Quick Reference.
- **Digital companion** (this folder): `case_study_bank.md`, `essential_cases.md`, `extra_mcq_sets.md`, `extra_frq_practice.md`, `practice_paper_2.md`, `practice_paper_3.md`, `business_canvas_templates.md`, `business_canvas_validation_practice.md`, `financial_advisor_profiles.md`, `financial_advisor_report_template.md`, `guided_notes.md`, `formula_reference_sheet.md`, `full_glossary.md`, `teacher_pacing_guide.md`, `teaching_notes.md`, `teacher_discussion_prompts.md`, and the `competition_prep/` folder.

CR1 — Access to college-level business resources and personal finance resources

What the requirement asks (paraphrased). Teacher and students must have access to either a college-level Introduction to Business textbook or resources of comparable rigor (in print or electronic form) covering the course’s business content — and, separately, the syllabus must state explicitly that students have resources supporting the required personal finance content. If you are not using a traditional college textbook, you must name **at least two** supplemental resources, with titles and sources, that together demonstrate college-level rigor.

Our materials.

- The print book itself is a single-volume study text covering all 27 CED topics with worked examples, official exam-format practice, and full project guides — cite it by title, author (Synapse Academic Press), and year (2026).
- Personal finance content is covered in Chapters 15–16 (saving; borrowing, credit, and debt), Chapter 21 (financial ethics), Chapters 25–27 (taxes, budgeting, risk, investing), Appendix G (Financial Advisor Project Guide), and the companion’s `financial_advisor_profiles.md` and `formula_reference_sheet.md` — enough to support the required “personal finance resources” statement.

Honest note. If you go the “no single textbook” route, the College Board expects *at least two* named supplemental sources. Our book counts as **one** of the two. Pair it with at least one resource from a different source — for example, the College Board’s own case materials on AP Classroom, a business documentary or podcast series, or a college open-courseware text. Do not list the print book and this companion as two separate resources; they are one publisher’s package and a reviewer may treat them as such.

Sample syllabus evidence statement (adapt before use):

This course does not rely on a single college textbook. Business and personal finance content is taught through resources comparable in rigor to a college-level Introduction to Business textbook, including: (1) *AP Business with Personal Finance 2027: Complete Study Guide for the New Digital Exam* (Synapse Academic Press, 2026), with its digital companion of case studies, guided notes, and project materials; and (2) [SECOND SOURCE — e.g., the College Board case materials on AP Classroom / a named documentary, podcast, or open textbook]. Students are provided resources that support the required personal finance content of the course, including dedicated chapters on saving, credit and debt, taxes, budgeting, risk management, and investing, plus a Financial Advisor Project guide with worked household scenarios.

CR2 — Required content of every CED unit

What the requirement asks (paraphrased). The syllabus must contain a course outline — organized by unit, topic, project, or any structure you like — that makes clear where every unit’s required CED content is taught. If your sequence differs from the CED’s unit order, you must show where each unit’s content lands.

Our materials.

- Chapters 1–27 track the CED topic list one-to-one: Ch 1–8 → Topics 1.1–1.8; Ch 9–14 → the Unit 2 marketing topics; Ch 15–21 → Topics 3.1–3.9; Ch 22–24 → Topics 4.1–4.4; Ch 25–27 → Topics 5.1–5.3. Listing chapter assignments by unit *is* a compliant content outline.

- `teacher_pacing_guide.md` — a complete day-by-day 90-day calendar (Unit 1: Days 1–19; Unit 2: 20–35; Unit 3: 36–54; Unit 4: 55–64; Unit 5: 65–75; exam-prep block: 76–90), with doubling instructions for full-year schedules.
- `teaching_notes.md` §1 — unit-by-unit scope and exclusion notes (what the CED requires versus what it leaves out).
- `guided_notes.md` — per-chapter student note sheets you can cite as unit-level instructional materials.

Sample syllabus evidence statement (adapt before use):

The course covers the required content of every CED unit in sequence: Unit 1 — Businesses, Competition, and New Ideas (study guide Ch 1–8: what a business is, markets and competitive advantage, PESTEL, business ideas, vision/mission, ethics, organization, supply chains); Unit 2 — Marketing (Ch 9–14: marketing to customers, consumer behavior, market research, product, price, place/channels and promotion); Unit 3 — Personal Saving and Borrowing / Business Finance and Accounting (Ch 15–21: saving, credit and debt, accounting and expenses, financial capital, income statement, balance sheet, cash flow and financial ethics); Unit 4 — Management and Strategy (Ch 22–24: management and KPIs, strategy and decision making, Porter’s Five Forces and SWOT); Unit 5 — Personal Goals, Budgeting, and Investing (Ch 25–27: taxes and budgeting, managing risk, investing for life goals). Daily pacing follows the publisher’s 90-day calendar, doubled for our full-year schedule.

CR3 — Business case studies (at least two per unit)

What the requirement asks (paraphrased). The syllabus must list, with title and source, **at least two business cases for every unit**, and for **one** unit it must describe how one case is actually used in instruction — clearly enough that a reviewer can see the case is embedded in teaching, not just listed.

Our materials — two-plus cases per unit, by name.

Unit	Fully written original Synapse cases you can cite	Also available
1	“Stitch Pop-Up: Should the Founder Quit Her Job?” (print Appendix B, Case 1; companion variant in <code>case_study_bank.md</code> Case 1) · “The College Side Hustle: Solo Prop or LLC?” (<code>case_study_bank.md</code> Case 6)	6 CED-named cases (Bombas, Incredible Health, Corley Plumbing, Malama ia Floral Design, Beekeeper’s Daughter, Pearson 1860) analyzed in <code>essential_cases.md</code> and indexed in print Appendix M
2	“La Brava Salsa: Who Is Really Our Customer?” (print Appendix B, Case 2; <code>case_study_bank.md</code> Case 7) · “The Price Test That Surprised the Founders” (<code>case_study_bank.md</code> Case 9)	7 CED-named cases (Token of Trust, Gong Cha, New Coke, siggi’s, Sega, Stanley, Hestia) in <code>essential_cases.md</code>

Unit	Fully written original Synapse cases you can cite	Also available
3	“Cedar Path Bakery: Profitable but Cash-Poor” (print Appendix B, Case 3) · “The Income Statement That Doesn’t Match the Cash” (Timberline Works, <code>case_study_bank.md</code> Case 13) · “Buying a Car: 60-Month vs. 72-Month Loan” (<code>case_study_bank.md</code> Case 20)	7 CED-named cases (DK Coffee Lab Parts 1–3, Hershey, DCH, AANE, Yardley) in <code>essential_cases.md</code>
4	“The KPIs That Broke the Team” (print Appendix B, Case 4) · “A SWOT That Became a Layoff Decision” (<code>case_study_bank.md</code> Case 24)	6 CED-named cases (Assort Health, Canva, BREAU Capital, ExpressionMed, Crepes & Waffles, Square Meal Feeds) in <code>essential_cases.md</code>
5	“The Howard Household: Budget Keeps Overrunning” (print Appendix B, Case 5) · “The First Paycheck and the 50/30/20 Rule” (<code>case_study_bank.md</code> Case 30)	The CED names no real-company cases for Unit 5 (or Unit 3 Part 1) — our original personal-finance cases and the Financial Advisor household profiles fill that gap

Every fully written case includes a situation, a data table, worksheet questions, MCQs, a short FRQ, and an answer key with scoring notes — i.e., built-in “reading, discussing, and evaluating” apparatus.

`case_study_bank.md` also lists additional titled cases per unit that ship in rolling companion updates; cite only cases you will actually assign.

Honest note. For Units 1, 2, 3 (Part 2), and 4, the strongest audit position is to cite the **College Board’s own CED-named cases** (accessed via AP Classroom) as your primary cases and our `essential_cases.md` discussion apparatus as support — that is exactly how approved syllabi phrase it. For Unit 5, where the CED names none, cite our two original Unit 5 cases by title with “Synapse Academic Press” as the source.

Sample syllabus evidence statement (adapt before use — includes the required “how one case is used” description):

Each unit includes at least two business cases. Unit 1: “Stitch Pop-Up: Should the Founder Quit Her Job?” and “The College Side Hustle: Solo Prop or LLC?” (both Synapse Academic Press). Unit 2: “La Brava Salsa: Who Is Really Our Customer?” and “The Price Test That Surprised the Founders” (Synapse). Unit 3: “The Income Statement That Doesn’t Match the Cash” and “Buying a Car: 60-Month vs. 72-Month Loan” (Synapse). Unit 4: “The KPIs That Broke the Team” and “A SWOT That Became a Layoff Decision” (Synapse). Unit 5: “The Howard Household: Budget Keeps Overrunning” and “The First Paycheck and the 50/30/20 Rule” (Synapse). In Unit 3, students read and discuss “The Income Statement That Doesn’t Match the Cash,” in which a profitable furniture maker cannot make payroll; working from the case’s income statement and cash data, students explain how accrual revenue recognition and inventory purchases open a gap between profit and cash, then draft and defend a recommendation to the owner’s skeptical business partner.

(If your class has AP Classroom access, substitute or add the CED-named cases — e.g., Unit 1: Beekeeper's Daughter and Pearson 1860 (College Board) — and keep one Synapse case as the discussion-apparatus example.)

CR4 — Skill Category 1: Concept Application

What the requirement asks (paraphrased). The syllabus must briefly describe (1–3 sentences) at least one activity or assessment in which students explain business and/or personal finance concepts and apply them to scenarios — and the description must explicitly name the specific Skill Category 1 skill(s) it develops (e.g., 1.A, 1.B, 1.C).

Our materials.

- Print Appendix A (AP Skill Builders) — five per-unit modules that teach the applied-skill procedures directly; the Unit 3 builder (“How to read financial statements and household finance data”) and Unit 5 builder (“How to write a financial recommendation”) are concept-application procedures with worked examples and practice items.
- `extra_mcq_sets.md` — ten stimulus-based MCQ sets (two per unit), all scenario-application items.
- Every case in print Appendix B and `case_study_bank.md` carries worksheet questions that move from describe → interpret data/calculate → explain application.
- `guided_notes.md` — per-chapter scaffolds for the “describe concepts and principles” layer.

Sample syllabus evidence statement (adapt before use):

Students complete a three-part case activity on a furniture business whose income statement shows profit while its checking account runs dry: they describe the accounting principles involved, including accrual revenue recognition (Skill 1.A); interpret the case's financial data, calculating gross margin and identifying the receivables and inventory sitting behind the cash gap (Skill 1.B); and explain how and why the timing rules of the income statement produce a profitable-but-cash-poor business (Skill 1.C).

CR5 — Skill Category 2: Entrepreneurship

What the requirement asks (paraphrased). The syllabus must briefly describe at least one activity or assessment in which students identify a market opportunity and develop and test a product idea addressing it, explicitly labeled with the specific Skill Category 2 skill(s).

Our materials.

- Print Appendix F (Business Canvas Project Guide) — full walkthrough of opportunity identification, canvas construction, and evidence-based validation, with a graded rubric.
- Print Chapter 4 (entrepreneurship, business ideas, MVP and validation) and the Unit 1 Skill Builder (“From a problem to a tested business opportunity,” Appendix A).
- `business_canvas_templates.md` — blank one-page canvas, a **hypothesis-test log**, a fully completed sample canvas (“BrightPath Tutoring”), and a pre-submission mistakes checklist.

- `business_canvas_validation_practice.md` — six exam-day validation prompts with a 10-point rubric (Prompt 1: pitch and customer problem; Prompt 2: hypothesis and evidence; Prompt 5: pivot or persevere).

Sample syllabus evidence statement (adapt before use):

As the launch of the Business Canvas Project, students research a customer group in our community, identify a specific unmet problem, need, or want, and develop a product idea to address it (Skill 2.A); they then state their riskiest assumption in a hypothesis-test log and gather customer feedback through surveys or interviews to test it (Skill 2.B), before explaining the idea’s desirability, viability, and feasibility in a short written pitch (Skill 2.C).

CR6 — Skill Category 3: Decision Making

What the requirement asks (paraphrased). The syllabus must briefly describe at least one activity or assessment in which students describe a problem or opportunity and recommend a course of action, explicitly labeled with the specific Skill Category 3 skill(s).

Our materials.

- The Unit 4 Skill Builder (“How to make a business decision using criteria and evidence,” Appendix A) teaches the criteria → evidence → recommendation procedure directly.
- Every Appendix B and `case_study_bank.md` case ends in a recommendation task — the Business Decision cases (“Stitch Pop-Up,” “The Price Test That Surprised the Founders,” “A SWOT That Became a Layoff Decision”) are purpose-built for this requirement.
- Business Decision FRQs with scoring guidelines appear in print Appendix C (two full Business Decision FRQs), in each of Practice Papers 1–3 (one full Business Decision FRQ per paper), and in `extra_frq_practice.md` (chapter-linked FRQs with scoring guidelines for all 27 print chapters, including decision-focused prompts for Chapters 23–24; six written Business Canvas Validation prompts ship in `business_canvas_validation_practice.md`, and 15 further official-type FRQs are indexed and queued for future companion releases).
- Print Chapters 23–24 (strategy and decision making; Porter’s Five Forces and SWOT) supply the frameworks.

Sample syllabus evidence statement (adapt before use):

Students analyze the case of a founder deciding whether to leave salaried employment to run her side business full time: they identify the internal and external factors bearing on the decision, including liability exposure and unit economics (Skill 3.A), weigh the options against criteria they set (income replacement, risk, growth capacity), and recommend a decisive course of action in writing, defended with calculations and evidence from the case (Skill 3.D).

CR7 — Skill Category 4: Communication (*teacher completes — we scaffold*)

What the requirement asks (paraphrased). The syllabus must briefly describe at least one activity or assessment in which students create authentic communications aimed at a specific audience for a specific purpose, explicitly labeled with the Skill Category 4 skill(s).

Being straight with you: communication is something your students *produce and deliver* — a book cannot present to an audience for them. Pitches, class presentations, and live survey administration are yours to schedule and assess. What our materials do provide is the strongest *written* half of this requirement plus ready-made structures for the rest:

- **Directly supported:** the Financial Advisor Project's written recommendation report is an authentic audience-directed communication — students write *to a fictional household*, in advisor register, with charts and budget tables. Print Appendix G scripts the deliverable; `financial_advisor_report_template.md` provides the report skeleton and a checklist/rubric; `financial_advisor_profiles.md` supplies the client households.
- **Scaffolds for the live components:** Appendix F's canvas rubric includes a presentation-quality criterion; `business_canvas_validation_practice.md` prompts double as pitch scripts; `teacher_discussion_prompts.md` includes unit discussion prompts and assessment notes; `teaching_notes.md` §3 flags which cases to run as live discussions.

Sample syllabus evidence statement (adapt before use — the delivery is yours):

As part of the Financial Advisor Project, students prepare a written recommendation report and a budget summary chart addressed to their fictional client household, presenting the family's financial data accurately and precisely so the client can act on it (Skill 4.A), and adjusting language, tone, and format for a non-expert family audience rather than a technical one (Skill 4.B). Students deliver the recommendation orally in a simulated client meeting.

CR8 — Skill Category 5: Collaboration (*teacher completes — we scaffold*)

What the requirement asks (paraphrased). The syllabus must briefly describe at least one activity or assessment in which students work collaboratively — and lead others — toward a shared goal, explicitly labeled with the Skill Category 5 skill(s).

Being straight with you: this is the one requirement no solo study guide can satisfy. Collaboration requires other students, shared objectives, rotating leadership, and accountability for team deliverables — all classroom constructs you design and grade. Do not cite the book alone as evidence for CR8. What we provide are ready-made team structures you can adopt:

- `teacher_discussion_prompts.md` → *Project extensions*: the “**kill it**” **peer-review format** (a peer team is assigned to find, in writing, the strongest evidence a finished canvas won't work; the original team gets one revision round) and the **paired-households format** for the Financial Advisor Project (two teams with conflicting client goals present competing recommendations).
- `teacher_pacing_guide.md` Day 63 (“Canvas finale”) schedules a peer stress-test session where teams challenge each block of one another's canvases.

- `teaching_notes.md` §3 identifies the cases best suited to small-group live discussion; every case's worksheet questions convert directly into group discussion protocols.

Sample syllabus evidence statement (adapt before use — flag: this describes an activity you must actually run):

Students complete the Business Canvas Project in teams of 3–4. Each team sets shared objectives for its business concept (Skill 5.A) and assigns each member ownership of specific canvas blocks (Skill 5.B); members rotate as discussion lead across the four unit checkpoints (Skill 5.C). At the end of Unit 4, each team follows through on its agreed deliverable — a complete canvas with hypothesis-test log — and defends it in a structured peer-review session in which another team presents written objections and the original team responds with evidence (Skill 5.D).

CR9 — Business Canvas Project deliverables in Units 1–4

What the requirement asks (paraphrased). The syllabus must state how Business Canvas Project deliverables are built into Units 1–4, with dedicated class time, consistent with the project guide in the CED.

Our materials.

- Print Appendix F (Business Canvas Project Guide) — the full project: canvas template walkthrough (all blocks, from customer segments through key resources), hypothesis framing, and a graded rubric.
- **In-chapter Business Canvas Checkpoints** appear inside the Unit 1–4 chapters themselves (e.g., Ch 1–5, 7, 9, 11, 14, 17–20, 22–24), tying each unit's content to the corresponding canvas blocks as students learn it.
- `teacher_pacing_guide.md` schedules the project across all four units: launch Day 8; checkpoint 1 (partners/activities blocks) Day 16; checkpoint 2 (segments/channels) Day 33; checkpoint 3 (cost structure/revenue with real numbers) Day 52; final checkpoint and peer stress-test Day 63.
- `business_canvas_templates.md` (blank canvas, sample completed canvas, hypothesis-test log, mistakes checklist) and `business_canvas_validation_practice.md` (six validation prompts + rubric, rehearsed under exam timing in the pacing guide's exam-prep block).

Sample syllabus evidence statement (adapt before use):

Students work on the Business Canvas Project during dedicated class days in each of Units 1–4. Unit 1 deliverable: an identified and validated customer problem, need, or want, with a first-draft canvas and mission statement. Unit 2 deliverable: a target customer profile and channel plan informed by customer research. Unit 3 deliverable: projected startup costs, a projected income statement, and candidate sources of financial capital. Unit 4 deliverable: KPIs and benchmarks for measuring the business's progress, plus the completed canvas defended in a peer-review session.

CR10 — Developing and testing hypotheses for the Business Canvas

What the requirement asks (paraphrased). The syllabus must (1) state explicitly that class time is provided for students to develop hypotheses and design market research to test them, and (2) describe one concrete activity in which students hypothesis-test a component of their canvas.

Our materials.

- `business_canvas_templates.md` §2 — the **Hypothesis Test Log**: a printable log where students state each assumption as a falsifiable hypothesis, define the pass/fail evidence bar, and record results.
- Print Appendix F models the vague-claim → testable-hypothesis conversion (e.g., “faster than competitors” becomes “8 of 10 timed tests under 4 minutes,” with the test design specified).
- Print Chapter 4 (MVP and validation methods) and Chapter 11 (market research design — surveys, interviews, sampling) teach the research-design half.
- `business_canvas_validation_practice.md` Prompt 2 (“Hypothesis and Evidence”) and Prompt 5 (“Pivot or Persevere”) assess exactly this skill; `teacher_pacing_guide.md` dedicates Day 33 to a canvas work day built around the hypothesis-test log.

Honest note. The explicit “class time is provided” sentence must appear in *your* syllabus in your own voice — a reviewer is checking your course, not our book. Keep that sentence verbatim-simple.

Sample syllabus evidence statement (adapt before use):

Class time is provided for students to develop hypotheses and design market research to test hypotheses related to their Business Canvas Project. In Unit 2, each student converts the riskiest assumption in their canvas into a falsifiable hypothesis in a hypothesis-test log — stating in advance what evidence would confirm or refute it — then designs and runs a short customer survey or set of interviews, records the results in the log, and decides whether to persevere with or revise the affected canvas block.

CR11 — The Financial Advisor Project

What the requirement asks (paraphrased). The syllabus must (1) state explicitly that at least four weeks of class time are provided for the Financial Advisor Project, and (2) describe an activity in which students apply course content and skills to a component of the project.

Our materials.

- Print Appendix G (Financial Advisor Project Guide) — a complete, run-ready project: the Martinez family client scenario with full financial profile, component-by-component analysis walkthrough (goals, budget, taxes, insurance and risk, saving and investing), and the written-recommendation deliverable, tied to Chapters 15–16 and 25–27.
- `financial_advisor_profiles.md` — additional household profiles with answer guides (Profiles 1–4 fully worked: the Vasquez household, Marcus Delaney, the Park-Hassan household, DeShawn Reid; further profiles ship in rolling companion updates) — enough to give each student or team a distinct client.
- `financial_advisor_report_template.md` — blank recommendation-report template plus a checklist/rubric for scoring.
- `teacher_pacing_guide.md` spans the project across more than seven school weeks of the 90-day calendar: launch Day 37 (with Ch 15), dedicated work days on Days 40 and 52, final work day and project due date Day 73 — comfortably supporting the four-week class-time statement, with room to add check-in days.

Honest note. As with CR10, the “at least four weeks of class time” sentence is a statement about *your schedule* and must appear explicitly in your syllabus; our pacing guide shows one way to make it true.

Sample syllabus evidence statement (adapt before use):

At least four weeks of class time is provided for students to complete the Financial Advisor Project. Each student receives a fictional household profile with income, expenses, debts, insurance gaps, and short- and long-term goals. Launching in Unit 3 and concluding in Unit 5, students complete each project component as the supporting content is taught: they build the household budget and after-tax income picture, evaluate the family's debt and credit position, assess insurance needs and risk tolerance, and model saving and investment options against the family's goals. The project culminates in a written recommendation report, scored against a rubric, and an oral presentation to the "client." Three in-class check-in days provide instructor feedback on work in progress.

Summary table

CR	Requirement (short form)	Primary Synapse material to cite	Status
CR1	College-level business text/ resources + personal finance resources statement	The print book (as one named resource) + Ch 15–16, 21, 25–27 and Appendix G for personal finance	Fully supported — pair the book with one non-Synapse second source if not using a college textbook
CR2	Content outline covering every CED unit	Ch 1–27 unit mapping; <code>teacher_pacing_guide.md</code> ; <code>teaching_notes.md</code> §1	Fully supported
CR3	Two named cases per unit + one embedded-use description	Appendix B (5 unit cases) + <code>case_study_bank.md</code> + <code>essential_cases.md</code> / Appendix M	Fully supported — two fully written original cases exist for every unit, incl. Unit 5, which has no CED-named cases
CR4	Skill Category 1: Concept Application activity	Appendix A Skill Builders; <code>extra_mcq_sets.md</code> ; case worksheets	Fully supported
CR5	Skill Category 2: Entrepreneurship activity	Appendix F; Ch 4; <code>business_canvas_templates.md</code> ; <code>business_canvas_validation_practice.md</code>	Fully supported
CR6	Skill Category 3: Decision Making activity	Unit 4 Skill Builder; Business Decision cases and FRQs (Appendix C, <code>extra_frq_practice.md</code>)	Fully supported

CR	Requirement (short form)	Primary Synapse material to cite	Status
CR7	Skill Category 4: Communication activity	Appendix G + <code>financial_advisor_report_template.md</code> (written half); discussion prompts and validation prompts (delivery scaffolds)	Teacher completes — written client report is directly supported; presentations/pitches are teacher-led
CR8	Skill Category 5: Collaboration activity	<code>teacher_discussion_prompts.md</code> team formats; pacing guide Day 63 peer stress-test	Teacher completes — team structures provided; collaboration itself happens in your classroom
CR9	Canvas deliverables across Units 1–4 with class time	Appendix F; in-chapter Canvas Checkpoints; pacing guide Days 8/16/33/52/63	Fully supported — teacher adds the class-time scheduling
CR10	Hypothesis development + testing, with explicit class-time statement	Hypothesis-test log (<code>business_canvas_templates.md</code>); Appendix F; Ch 4 and 11	Fully supported — teacher adds the explicit class-time sentence
CR11	Financial Advisor Project with explicit ≥4-weeks statement	Appendix G; <code>financial_advisor_profiles.md</code> ; <code>financial_advisor_report_template.md</code> ; pacing guide Days 37–73	Fully supported — teacher adds the explicit four-week sentence

Final reminders. Adapt every sample statement to describe what actually happens in your classroom — reviewers approve courses, not citations. Check the current Syllabus Development Guide on the AP Course Audit site before submitting, since evidence requirements can change between editions. AP®, Advanced Placement®, AP Classroom®, and Course and Exam Description® are trademarks of the College Board, which has not authorized, endorsed, or reviewed this guide.