The Class Choice

Compare benefits, costs, incentives, and consequences before deciding.

S.VS.g “using economic decision-making models to make informed economic decisions and to explain the incentives and consequences of a specific choice;”

NAME ______________________ DATE ____________

1 READ AND MARK

Read it twice

YOUR JOB Underline the two choices, circle each incentive, and number each cost or possible consequence to show how the class compared its options.

A Recess Money Decision

1 Jordan’s class had $30 from a snack sale. They could buy a soccer ball for recess or buy seeds and soil for a small garden. The class used a decision-making model. First, they listed each choice. Next, they listed benefits, costs, and what they would give up. This helped them compare the choices before voting.

2 A soccer ball would give many students a new game right away. Its cost was $28, leaving only $2. Choosing it meant the class could not start the garden this month. The ball seemed exciting, which was an incentive to choose it. However, it might wear out after heavy use, so the class discussed that possible consequence.

3 Seeds and soil cost $24. The garden would take work, and plants might not grow, so those were costs and possible consequences. But students could grow vegetables for a fall tasting day. That benefit, plus the chance to care for living things, gave the class incentives to choose the garden. They voted for the garden and saved $6 for later.

2 ANSWER WITH EVIDENCE

Use the passage

1. What were the class’s two choices for the $30?

2. How did the soccer ball being exciting act as an incentive?

3. Name one cost and one possible consequence of choosing the garden.

4. How did the decision-making model help the class make an informed choice?

3 YOUR TURN

Your own words

Think of a choice you could make between two things that cost money. In 4 or 5 sentences, name both choices, give a benefit and cost for each, then choose one and explain an incentive and a consequence of your choice.

The Class Choice

PART 1 · READ AND MARK

Underline the two choices, circle each incentive, and number each cost or possible consequence to show how the class compared its options. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What were the class's two choices for the $30?	**Buy a soccer ball for recess or buy seeds and soil for a garden.**
2	How did the soccer ball being exciting act as an incentive?	**It made the class want to choose the soccer ball.**
3	Name one cost and one possible consequence of choosing the garden.	**One cost was that the garden would take work. One possible consequence was that the plants might not grow.**
4	How did the decision-making model help the class make an informed choice?	**The class listed and compared the benefits, costs, and what each choice would give up before voting.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our class can buy two jump ropes or a set of sidewalk chalk with $18. The jump ropes would give us an active game, but only a few students could use them at once. The chalk would let many students draw, but rain could wash the drawings away. The chance for many students to use the chalk is an incentive, so I would choose it. A consequence is that we would not have the jump ropes, and the chalk drawings may not last.

Accept equivalent answers that match the passage's benefits, costs, incentives, and consequences. For Your Turn, accept any realistic choice if the student compares both options and clearly explains an incentive and consequence of the selected choice.