5th Grade Go Further

Why this card is here, and what to look for in student answers.

FOR TEACHER USE — WHY THIS IS HERE

SS5E3's existing worksheet stops at identifying entrepreneurship: sorting scenarios into competition/prices, income from labor, or entrepreneurship. Minnesota's own progression makes producer behavior mathematical at 5.2.10.1 (profit = revenue minus cost, already the worksheet's level) and then adds a critical edge at 7.2.10.1: profit motivates entrepreneurs to innovate, and the profit motive can also produce negative outcomes worth discussing. This card previews that second, harder idea without leaving the SS5E3 standard.

FOR TEACHER USE — WHAT TO LOOK FOR

a) Jayden wants to raise profit, and a cheaper ingredient lowers cost per cup, which raises the profit margin on each sale.

b) Accept any reasoned answer: customers who notice the worse taste may stop buying, tell others, or leave a bad review, which can cost Jayden more in lost sales than the substitute saved.

c) Accept any reasoned answer: customers pay the same price for a lower-quality product without knowing it, which is a form of being misled.

d) Accept any reasoned answer that keeps costs down without deception: telling customers about a recipe change and adjusting the price, finding a cheaper cup or ingredient that does not change the taste, buying sugar in bulk, and so on. The point is that "cut costs" and "be honest with customers" are not opposites.