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| **TEXAS CTE LESSON FORMAT**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Business Management and Administration | |
| **Course Name** | Principles of Business, Marketing, and Finance | |
| **Lesson/Unit Title** | Let’s Talk About Ethics | |
| **TEKS Student Expectations** | 130.132. (c) Knowledge and Skills  (3) The student defines ethics in business  (A) The student is expected to distinguish between ethical and unethical business practices  (B) The student is expected to contrast ethical, moral, and legal choices that relate to the decision-making process in business situations | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will intelligently discuss the meaning of ethical business practices and relate this concept to workplace topics. | |
| **Rationale** |  | |
| **Duration of Lesson** |  | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Business practice (noun)-**Methods, procedures, processes, and rules employed or followed by a firm in the pursuit of its objectives.  **Code of ethics (noun)-**Written guidelines issued by an organization to its workers and management, to help them conduct their actions in accordance with its primary values and ethical standards.  **Ethical (adjective)-**Conforming to accepted standards: consistent with agreed principles of correct moral conduct.  **Ethics (noun)**-The philosophy of interpreting and applying moral concepts.  **Moral (adjective)-**Involving right or wrong: relating to issues of right and wrong and to how individual people should behave.  **Unethical (adjective)-**Not ethical: not conforming to agreed standards of moral conduct, especially within a particular profession.  (2009). In Business Dictionary.com. Retrieved December 4, 2009, from http://www.businessdictionary.com/. | |
| **Materials/Specialized Equipment Needed** | 1. Handouts: What’s the Big Deal? and Wait On Me! One copy of the two-page handout. Supplemental Activities pages 7 – 10 of What’s the Big Deal? and, pages 4-8 of Wait On Me! For each of the students. And, one copy of the Teacher Guide from both the aforementioned Series I and Series III topics. (coming soon) 2. Skit – Formal Assessment (coming soon) 3. Flipchart 4. Post-it notes (in 4 different colors) 5. Markers 6. Highlighters 7. Optional: Overhead, SmartBoard, Internet, ELMO 8. Optional: All I Need to Know I Learned in Kindergarten by Robert Fulghum | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Learners will review vocabulary terms the night before.  From birth, we are taught the ideal of right versus wrong in an effort to shape good character or morality. We are introduced to the Golden Rules of societal conduct in very basic language: Be honest; play fair; share; be responsible; show compassion; and, respect others are all examples. These rules are embedded in our natural fiber and affect both our heads and our hearts.  Ethics. This is the philosophy of interpreting and applying moral concepts. It is a topic that is encountered by both the young and old. Anyone who is starting a job should first understand the meaning of ethical behavior. One obtains a job based on merit. One retains that job based on responsible, ethical behavior – making good decisions about correct conduct (business practices).  Learning correct conduct will provide an excellent foundation for years to come. We will approach ethics as it relates to the business environment and relate it to the high school student, starting with understanding the company’s interpretation of what is acceptable conduct (Code of Ethics). And, ending with activities that will reveal our interpretation of ethical practices. | |
| **Direct Instruction \*** | Instructors can use the PowerPoint presentation, slides, handouts, and note pages to support and reinforce the following outline. | |
| **Guided Practice \*** | I. Application – Guided Practice  A. View Code of Ethics from two  companies  B. Identify Ethical Conduct  1. Identify common topics  C. Discuss unethical business  practices  1. Collaboratively discuss  how modern topics relate to unethical business  practices | Application – Guided Practice  PowerPoint, page 2  PowerPoint, pages 3-6  1. Utilize flipchart or  technology  PowerPoint, pages 7-8 |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | II. Application – Independent Practice  A. Discuss scenarios involving an ethical decision  B. Assess personal ethicality | Application – Independent Practice   1. Distribute Wait on Me!   handout and Supplemental  Activity 1 – Check Your  Reading  B. Complete Wait on Me!  Activity 3 – How Responsible are You?  1. Solutions are on page 10  C. Distribute What’s the Big  Deal? handout and  Supplemental Activity 1 –  Check Your Reading and  Behind the Scenes  D. Complete What’s the Big  Deal? Activity 2 – How Much  Does One Pizza Cost? on  pages 8 and 9   1. Solutions are on page 6 |
| **Lesson Closure** | **Review (LSI Quadrants I and IV):**   * **Question:** Define morals. * **Answer:** Involving right or wrong: relating to issues of right and wrong and to how   • individual people should behave.   * **Question:** What is the difference between ethical and unethical business practices? * **Answer:** Ethical business practices are in compliance with a company’s Code ofEthics. * **Question:** Describe information found in a Code of Ethics. * **Answer:** A legal corporate document that specifically states acceptable companybusiness practices performed by employees, i.e., rules on conflict of interest; accounting records; asset management; confidentiality * **Question:** Compare moral values to ethical business practices. * **Answer:** Moral values are character-based virtues that shape an individual’s conductin society. Ethical practices focus on right and wrong conduct in the business environment. * **Question:** Describe some unethical behaviors. * **Answer:** Removing hardware/software from company premises for personal use.Sabotaging company files.   Possessing material ownership interest in a supplier’s company | |
| **Summative / End of Lesson Assessment \*** | Informal Assessment (LSI Quadrant III):  Collaboratively complete and discuss Assessment on Wait on Me! page 8.  Formal Assessment (LSI Quadrant III, IV):  Students create and deliver a 3-4 minute skit based on an unethical situation and it’s resolution. Guidelines are noted in the PowerPoint, page 9. Rubric is attached. | |
| **References/Resources/**  **Teacher Preparation** |  | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | Extension/Enrichment (LSI Quadrant IV):  1. Complete What’s the Big Deal? Supplemental Activity 3. Interview a Human Resources manager.  2. Encourage students to research articles that include ethical choices. The students will present their findings to the class.  3. Research Code of Ethics published by various types of organizations.  4. Create a Code of Ethics for a specific type of business. Examples include restaurant, beauty salon, construction company, dry cleaner, grocery store.  5. Complete an exercise entitled Acceptable vs. Tolerable – a deeper look at unethical practices from the perspective of management. Talk about issues in the workplace with a Human Resources manager.  6. Consider other activities found at the following website: http://www.careersolutionspublishing.com/PDFs/IFR3Complete.pdf | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)