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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Government & Public Administration |
| **Course Name** | Practicum in Local, State, and Federal Government |
| **Lesson/Unit Title** | Ethical Basis for Law/Ethics & Politics |
| **TEKS Student Expectations** | **130.210. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   * Define ethics * Compare consequence-based ethics with rule-based ethics * Discuss ways in which ethics are reflected in laws |
| **Rationale** | Ethical awareness is essential to careers in government. Knowledge of the legalities of ethics and ethical behavior are necessary to avoid ethical problems and to achieve success. |
| **Duration of Lesson** | 4 to 5 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Ethics * Consequence-based ethics * Rule-based ethics |
| **Materials/Specialized Equipment Needed** | * Internet * Computers for students to complete projects |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | What does the term ethics mean and why is it important to careers in government? |
| **Direct Instruction \*** | Engage  Use the following scenario and questions for a class discussion:  Jasmine, Maria, and Logan were employees of the Rolling Wheel Restaurant. They were aware that the owner never checked the totals on the sales checks against the cash in the register, making it very easy to steal from the cash register. The three employees did not steal from the restaurant. Jasmine said she did not take the money because she was afraid of being caught. Maria said that she did not take the money because she felt obligated to obey the law. Logan said he did not take the money because of his religious beliefs.  Ask the students which person they relate to the most. Then give students examples of ethical dilemmas and ask how they would respond. Use the Discussion Rubric for assessment. Ethics and the LawEthics – practice of deciding what is right or wrong in a reasoned, impartial mannerDecision must affect you or others in a significant wayReasoned out by referring to an established authority that provides consistencyThe law and religious texts provide authorityImpartial decision – same ethical standards are applied to everyoneProfit maximization may overlook ethics B. Basic forms of ethical reasoningConsequence-based ethical reasoningLook for alternative ways to alter the current situationAlternative that generates the greatest good (financial reward, pleasure, love, justice)C. Who will be receiving “the good” often is a major considerationIII. Rule-based ethical reasoningActs are judged as right or wrongStandard for judging comes from a recognized authority or human reasoningAuthority is frequently a religious sourceUniversalizing – picture everyone doing the action and then asking whether the result would be irrational, illogical, or demeaningEthics Reflected in LawsUS Democracy – representatives must vote for laws that are acceptable to most people if the representatives expect to be reelected (consequence-based ethics)Constitution – seeks to protect the well-being of minorities that might be taken advantage of by the wrong actions of the majorityEthics based on consequences and ethics based on rules both conclude that we are obligated to obey the lawLaws can easily be broken by those with superior abilities or knowledgeFidelity bond – an insurance policy that pays the employer money in the case of theft by employeesScofflaws – persons who do not respect the law at all and are not deterred by the risk of being caught and punishedLack personal integrity (capacity) to do what is right in the face of temptation or pressure to do otherwiseCivil disobedience – open, peaceful, violation of a law to protest its alleged or supposed injusticeGoal to make the legal system more justView a written law being in conflict with ethical reasoningNo effective political methods are available to change the lawThe civil disobedience is nonviolentThe civil disobedience does not advance a person’s immediate self-interestThe civil disobedience is public, and one willingly accepts the punishment for violating the law The students will survey family members to learn more about their cultures. Students should learn at least five facts about the laws that their relative had to live by when they were young. Then have students write a paper about the ethics that form the foundations for their cultures. Use the Essay Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Current Ethical Issue – Divide the class into groups of two students. Each group must outline a current ethical issue in society. Each group will report about its ethical issue to the class. Use the Presentation Rubric for assessment.  Ethics Presentation – Divide the class into teams consisting of two students. Each team must prepare a presentation that deals with three ethical situations: shoplifting (stashing candy in a purse), cheating on income taxes to save nearly $2,000, and skipping the automobile-emissions inspection with the rationale that you are a mechanic who takes better care of your automobile than a service station. The presentation must indicate the ethical issues involved with each situation, the consequences of each situation, and who is affected by the unethical actions. Use the Presentation Rubric, the Group Evaluation Rubric and/or the Peer Evaluation Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Emotions vs. Ethics Table – Split the class into teams of two students. Design a three-column table. The first column should list different situations that involve emotions and ethics. Students should list 10 situations in the first column and then list the responses to each based on emotions and ethics. Discuss the students’ answers. Use the Discussion Rubric for assessment.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Discussion Rubric * Essay Rubric * Group Evaluation Rubric * Peer Evaluation Rubric * Presentation Rubric   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  **Accommodations for Learning Differences:**  For reinforcement, the students will survey family members to learn more about their cultures. Students should learn at least five facts about the laws that their relative had to live by when they were young. Then have students write a paper about the ethics that form the foundations for their cultures. Use the Essay Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Resources * Local newspapers * Television Network Newscasts and the Internet * <http://thoreau.eserver.org/civil.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Social Studies Standards:  I. Interrelated Disciplines and Skills  F. Problem-solving and decision-making skills  1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.  2. Analyze ethical issues in historical, cultural, and social contexts. |
| **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) | For enrichment, ask students to use the Internet to learn more about Henry David Thoreau’s Civil Disobedience (http://thoreau.eserver.org/civil.html) case and then write a report that summarizes the situation. Use the Essay Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **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)