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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Ethics in Business |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills required by business and industry:  (D) The student is expected to demonstrate a positive, productive work ethic by performing assigned tasks as directed.  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives:  (A) The student is expected to analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will understand the role of ethics in business and become familiar with a code of ethics for business and personal use.   * Students will use steps to solve ethical dilemmas in business. * Students will research the code of ethics for a business and analyze its policies. * Students will identify their own values through the creation of a personal code of ethics. |
| **Rationale** | Ethics are necessary at all jobsites in all professions. |
| **Duration of Lesson** | This lesson should take five to seven class days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Code of Ethics – are adopted by organizations to assist members in understanding the difference between “right” and “wrong” and in applying that understanding to their decisions. * Ethical – systematizing, defending, and recommending concepts of right and wrong [conduct.](http://en.wikipedia.org/wiki/Action_%28philosophy%29) * Ethical Dilemma – a complex situation that often involves an apparent mental conflict between [moral imperatives,](http://en.wikipedia.org/wiki/Moral_imperative) in which to obey one would result in transgressing another. * Legal – relating to a system of law governing a society. * Morals – a body of standards or principles derived from a code of conduct. * Values – something’s degree of importance that determines what actions should be taken. |
| **Materials/Specialized Equipment Needed** | * Student Notes sheet * Student worksheets * Ethical Dilemma Activity * Personal Code of Ethics Assignment * Copies * Pencils * Teacher computer * Projector for student presentations |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation**   * Begin by reviewing the lesson terms with students and clarifying the difference between ethical, moral, and legal. * Have students share an ethical dilemma from their own lives, whether they made the ethical choice.   **Lesson Introduction**   * Ask students to brainstorm ways a business can demonstrate ethical business practices. * Discuss possible consequences for a business that has unethical practices. * Have students come up with an ethical dilemma a business owner may face. |
| **Direct Instruction \*** | 1. Ethics    * 1. Define morals      2. Define ethics      3. Define ethical dilemmas      4. Steps for solving dilemmas      5. Examples of ethical dilemmas 2. Business Code of Ethics    * 1. Research a company’s code of ethics      2. Create a presentation 3. Personal Code of Ethics   Teacher Note: Teacher will assist students in defining the following terms:   * Morals * Ethics * Ethical dilemmas   Students will complete the ethical dilemma activity. Go through the ethical dilemmas as a class and allow students to create their own example of an ethical dilemma.  Teacher will assign groups of three to four students and have groups create a skit acting out an ethical dilemma in a workplace.  Students will use an Internet search engine to locate the top 40 ethical businesses in the previous year. Students will select one business from the list and create a presentation.  Have students answer questions to help them brainstorm for their own personal code of ethics. After answering questions, students will write a rough draft of their personal code of ethics. (Teacher may want to have students type the final draft.)  *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 \*** | The teacher will monitor students’ independent practices.  *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 \*** | Ethical Dilemmas Activity  Personal Code of Ethics Assignment  *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** | * What are the three steps involved in solving ethical dilemmas? * Why do businesses have a code of ethics/conduct? * What are some questions you should ask yourself when creating a personal code of ethics? |
| **Summative / End of Lesson Assessment \*** | * Tests over the material   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  None |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Copy the handouts |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English**  **110.42 (b) Knowledge and skills.**   1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:    1. expand vocabulary through wide reading, listening, and discussing; and    2. rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary 2. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:    1. identify main ideas and their supporting details;    2. summarize texts; and   (J) read silently with comprehension for a sustained period of time.  **Speech**  **110.56 (b) Knowledge and skills**  (1)(A) Explain the importance of communication in daily interaction.  (2)(E) Participate appropriately in conversations for a variety of purposes.  (3)(A) Use appropriate communication in group settings.  (3)(E) use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups.  (5)(B) Use language clearly and appropriately. |
| **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) |  |
| **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)