



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

BUSINESS & COMPUTER SCIENCE

COURSE: Business Essentials

UNIT 5: Ethics



INTRODUCTION

Annotation:

In this unit students will compare and contrast common ethical issues to gain a better understanding of ethics in the work place. Students will gain this information by evaluating personal responsibility of ethical behavior by identifying ethical character traits such as honesty, integrity, and justice.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 3 – 90 minute blocks

Author: David Mowery

Additional Author(s): Small Business Development Pathway Team

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

BCS-BE-11: The student compares and contrasts common ethical issues.

- a. Defines ethics.
- b. Defines work ethic.
- c. Offers opinion of honest and dishonest business practices.

BCS-BE-12: The student evaluates personal responsibility of ethical behavior.

- a. Identify ethical character traits (example: honesty, integrity, justice)
- b. Identify unethical employee attitudes and behaviors that would lead to unsatisfactory customer service.
- c. Outlines a business code of ethics.

BCS-BE-13: The student investigates the relationship between ethics and law.

- a. Describes a person's responsibility under the law as it relates to business activities.
- b. Classifies unethical and illegal conduct in business and related consequences.
- c. Describes federal laws dealing with fair business practices including competition, advertising and pricing.
- d. Lists examples of how unethical behavior leads to government regulations.

BCS-BE-14: The student derives the importance of employer/employee relationships.

- a. Identify conditions that create positive relationships between employee and employer.
- b. Identify conditions that create negative relationships between employee and employer.

BCS-BE-15: The student evaluates the impact of technology on business ethics.

- a. Identify ethical considerations resulting from technology such as computer snooping or hacking.
- b. Analyzes business practices and procedures involving the use of technology in the workplace.
- c. Develops a technology fair use policy for a typical business.

GPS Academic Standards:

ELA10LSV1 The student participates in student-to-teacher, student-to-student and group verbal interactions.

National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association

None



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand ethics as a concept.
- Students will understand the consequences of unethical behavior in the work place.

Essential Questions:

- What are ethics?
- What does it mean to be ethical?
- What impact do ethics have in the workplace?

Knowledge from this Unit:

- Define work ethic.
- Offer opinion of honest and dishonest business practices
- Identify ethical character traits (example: honesty, integrity, justice)
- Identify unethical employee attitudes and behaviors that would lead to unsatisfactory customer service.
- Outline a business code of ethics. Describe a person's responsibility under the law as it relates to business activities.
- Classify unethical and illegal conduct in business and related consequences.
- Describe federal laws dealing with fair business practices including competition, advertising and pricing.
- List examples of how unethical behavior leads to government regulations.
- Identify conditions that create positive relationships between employee and employer.
- Identify conditions that create negative relationships between employee and employer.
- Identify ethical considerations resulting from technology such as computer snooping or hacking.
- Analyze business practices and procedures involving the use of technology in the workplace.
- Develop a technology fair use policy for a typical business.

Skills from this Unit:

- Students will be able to recognize ethical dilemmas and apply a sound decision making process to help solve these situations.
- Students will be able to use technology in an appropriate and ethical manner.



ASSESSMENT(S)

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
 - ☐ Vocabulary
- ☐ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

So What is Wrong With That?

Assessment(s) Description/Directions:

See Learning Experiences Below

Attachments for Assessment(s):

So what is wrong with That.doc
Ethics Defined.doc
Ethical Traits.doc



LEARNING EXPERIENCES

Sequence of Instruction:

1. Identify the Standards. Standards should be posted in the classroom for each lesson:

BCS-BE-11: The student compares and contrasts common ethical issues.

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- b. Defines work ethic.
- c. Offers opinion of honest and dishonest business practices.

BCS-BE-12: The student evaluates personal responsibility of ethical behavior.

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- e. Describes a person's responsibility under the law as it relates to business activities.
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2. Review Essential Questions:

- What are ethics?
- What does it mean to be ethical?
- What impact do ethics have in the workplace?

3. Identify and review the unit vocabulary:

Ethics
Morals
Values
Decision Making

Competition
False advertising
Restraint of trade
Computer hacking

4. Related FBLA Competitive Events:

Business Ethics
Cyber Security

Lesson 1 - Introduction to Ethics

Essential Question:

What are ethics?

Discussion & Activity:

Ask students to first define **ethics**. This is done through open dialogue. This will give the instructor an idea of the students' experiences and background with the topic. Key words should be recorded on newsprint, chalkboard, overhead, etc. The intent of this discussion is to generate key words such as: values, belief or belief system, morals, principles, code of right and wrong, social values, etc.

Distribute **Ethics Defined** handout

Ask students to answer the question, "Where do we get "ethics?" For example, ETHICS is not something you run down to Kroger or Wal-Mart to purchase. Given that, how do you "obtain" ethical behavior? Answers should be recorded on newsprint, overhead, chalkboard, etc. Responses might include: family, religion/church, friends, community, role models (sports figures, entertainment personalities).

Discuss why it is important to use ethical behavior. Again, feedback should be solicited from students. Reasons for ethical behavior include:

- a. Ethical behavior establishes trust
- b. Unethical behavior leads to organizational dysfunction.
- c. Unethical behavior creates public outrage.
- d. Unethical behavior could create a personal moral dilemma.

Lesson 2 – Handling Ethical Situations

Essential Question:

What does it mean to be ethical?

Discussion & Activity:

Review the discussion from the previous day. Distribute the **Ethical Traits** hand out and have the students complete the activity. When completed conduct a Values Shuffle:

Directions:

Have list of values problems prepared ahead of time. Make signs which say STRONGLY AGREE, AGREE, STRONGLY DISAGREE, and DISAGREE. Tape the signs in four corners of the room so that students can see them from a distance. The activity begins by your reading aloud a values problem and then asking that students move to the area of the room that reflects their feelings. They physically have to "take a stand." After each shuffle, you will want to ask for comments. For example, if only one student is agreeing while the rest are disagreeing, you may want to find out why. It is, however, suggested that you approach this with sensitivity and not be forceful about eliciting comments. Teachers are encouraged also to share their opinions AFTER everyone else IF they can do so without forcing their feelings on others. The activity continues as long as time permits. It is important to follow up with a discussion as well as a written assignment on what was learned.

The following are examples of the types of problems that could be used:

- Religion is important in your life.

- You don't do it, but it doesn't bother you if other people cheat on exams.
- Between intelligence and appearance, you value appearance more. In other words, you would be in a relationship with an airhead as long as he or she was gorgeous.
- It is important for you to give money to charities.
- Smoking pot is okay.
- You would rather be a leader than a follower.
- Regarding your potential career, making a lot of money is very important to you.
- It's important for you to go into a job where you are helping those less fortunate.
- When it gets right down to it, you would like to be famous for something (music, sports, politics, etc.).
- The best way to deal with anger toward someone you love is to keep quiet about it and let your emotions calm.
- It is important for you to have a job with prestige that brings you recognition and status.
- Between going hiking and reading a good book, you choose the book.
- It's important to you to contribute in some way to protect our natural resources.
- Keeping up with current events is important to you.

Lesson 3 – Ethics in the Workplace

Essential Question:

What impact do ethics have in the workplace?

Discussion/Activity:

Distribute the **So What is Wrong With That** handout.

Have the students respond to each of the scenarios individually using the information learned during the previous day's discussion and **Ethics Defined** handout. Discuss each scenario and possible alternative solutions to the issues presented.

Attachments for Learning Experiences:

So what is wrong With That?.doc
Ethics Defined.doc
Ethical Traits.doc

Notes & Reflections:

All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities up over multiple class periods.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

None

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

Attachment(s):

Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		