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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.
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| **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.
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| **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
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| **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.
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| **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 ActivityPersonal 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
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| **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?
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| **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
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| **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 AmericaFuture 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)