

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Business Ethics  
Curriculum Guide  
November 2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Course Description**

**This course of study enables students to understand the importance of making ethical business decisions in the corporate realm as well as it pertains to their daily lives. Students will be taught to think through ethical dilemmas using logical thinking and reasoning. This thought process will be based on morals and values that guide a person, organization, or society. The difference between right and wrong, fairness and unfairness, honesty and dishonesty will also be incorporated into the decision-making process.**

**Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.**

**Recommended Resources**

**Goree, Keith. *Ethics in the Workplace, Second Edition.* Mason, Ohio, South Western.2007.**

**Johnson, E. Craig. *Ethics in the Workplace: Tools and Tactics for Organizational Transformation.* Thousand Oaks, California, SAGE Publications 2007.**

**TIME**

**BUSINESS ETHICS**

**NEWSWEEK**

**PEOPLE**

**ETHISPHERE**

# Curriculum Units

Unit 1: Foundations of Ethics

Unit 2: Personal Ethical Development

Unit 3: Critical Thinking in Ethics

Unit 4: Workplace Ethics

## Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> <u>Foundations of Ethics</u>	20
<u>Unit 2:</u> <u>Personal Ethical Development</u>	20
<u>Unit 3:</u> <u>Critical Thinking in Ethics</u>	20
<u>Unit 4:</u> <u>Workplace Ethics</u>	30

# **New Jersey Student Learning Standards**

## **21st Century Life and Careers**

- **9.1 Personal Financial Literacy**  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**  
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.



## Unit 1: Foundations of Ethics

**Unit 1 introduces the topic of ethics as it relates to everyday life of students. It gives examples of scenarios that young people might encounter as they go about their day-to-day activities. Students are given the opportunity to understand that ethical situations are all around them. They will also get a chance to examine where their ethics and morals come from.**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<ul style="list-style-type: none"> <li>• What is Ethics?</li> <li>• Where do our moral values come from?</li> <li>• What type of conduct is considered right and wrong?</li> <li>• What does it mean to engage in thoughtful ethical discourse?</li> <li>• What are the essential ethical principles that individuals should live by?</li> <li>• Do right or wrong really exist?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain basic ethical terms and concepts.</li> <li>• Define morals and values.</li> <li>• Describe the importance and influence of culture and values on ethical decision-making.</li> <li>• Evaluate several sources of ethical beliefs.</li> <li>• Explain what makes ethics different from other standards of behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a look at some ethical issues and explain their reasoning for agreeing or disagreeing with them.</li> <li>• Interview other students to find out where they get their moral values from.</li> <li>• Work in groups to come up with some ethical issues concerning their age group and possible solutions.</li> <li>• Decide on their beliefs regarding relativism and legalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete end of chapter questions.</li> <li>• All projects and critical thinking activities are completed.</li> <li>• Quizzes on information learned.</li> <li>• Final mastery test on unit.</li> <li>• Projects and oral presentations.</li> </ul>

<ul style="list-style-type: none"> <li>• What major sources of beliefs do individuals consider when making ethical decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between relativism and legalism.</li> <li>• Evaluate the role of</li> </ul>	
	<p>consequences in ethical decision making.</p> <ul style="list-style-type: none"> <li>• Explain the concept of human rights.</li> <li>• Define and explain moral duties.</li> <li>• Discuss the concept of moral virtues.</li> </ul>	

## Unit 2: Personal Ethical Development

**Unit 2 explores the different components needed to be consistent when it comes to making ethical decision. Students get the opportunity to see the different stages of the moral development.**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (C/P/Is)	Activities	Assessments
<ul style="list-style-type: none"> <li>• What components can be used to display consistent ethical behavior?</li> <li>• What steps can be taken do develop more ethically mature?</li> <li>• What opposing forces are at work when individuals start the process of ethical maturity?</li> <li>• How does one get to the highest level of moral development?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the components of consistent ethical behavior.</li> <li>• Describe the stages in the Justice Model of personal ethical development.</li> <li>• Discuss the steps in the Caring Model of personal ethical development.</li> <li>• Explain the roles of the opposing forces that help determine a person's ethical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a poster to represent all terms and concepts presented.</li> <li>• Answer questions regarding ethical situations using good reasoning.</li> <li>• Write reactions to movies with many ethical issues and apply all terms and concepts that are relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete end of chapter questions.</li> <li>• All projects and critical thinking activities are completed.</li> <li>• Quizzes on information learned.</li> <li>• Final mastery test on unit.</li> <li>• Projects and oral presentations.</li> </ul>

### Unit 3: Critical Thinking in Ethics

Unit 3 pushes student to think at a higher level, by allowing them to utilize critical thinking to arrive at decisions. This unit takes a look at different fallacies often used in societies to dispute others. Students will learn about structured approaches used in order to arrive at a just decision.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> <li>Why is critical thinking essential in making ethical decisions?</li> <li>Why are fallacies often used in arguments?</li> <li>Which fallacies are often used in today's society?</li> <li>What are the steps to making ethical decisions?</li> </ul>	<ul style="list-style-type: none"> <li>Define critical thinking.</li> <li>Explain why critical thinking is essential in the study of ethics.</li> <li>Describe and identify common fallacies in reasoning.</li> <li>Explore the ETHICS model.</li> <li>Apply the ETHICS model to make ethical decisions based on sound critical-thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Work with partners to think critically about some ethical issue concerning society.</li> <li>Create a news article to accompany a caption less photo using relevant ethical terms and concepts.</li> <li>Work with partners to investigate eminent domain cases and write reports about findings.</li> <li>Decide which stage of the JUSTICE model they currently are and come up with ways to mature more ethically.</li> </ul>	<ul style="list-style-type: none"> <li>Complete end of chapter questions.</li> <li>All projects and critical thinking activities are completed.</li> <li>Quizzes on information learned.</li> <li>Final mastery test on unit.</li> <li>Projects and oral presentations.</li> </ul>

### Unit 4: Workplace Ethics

**Unit 4 takes an in-depth look at different ethical situations in the workplace. Students will get the chance to explore the different issues that might come up in the workplace and how to ethically resolve those issues.**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ul style="list-style-type: none"> <li>• What is business ethics?</li> <li>What are some ethical issues that exist in today's workplace?</li> <li>• What is advertising?</li> <li>• What is false advertising?</li> <li>• Why is puffery allowed by the government?</li> <li>• How does telemarketing become a cost to the consumer?</li> <li>• What is code of ethics?</li> </ul>	<ul style="list-style-type: none"> <li>• Define business ethics.</li> <li>• Interpret and evaluate the negative/positive effect of business ethics.</li> <li>• State assumptions about the relationships between ethics and success in business.</li> <li>• Define advertising.</li> <li>• Explain what constitutes false advertising.</li> <li>• Identify and explain common ethical problems in</li> </ul>	<ul style="list-style-type: none"> <li>• Use the internet to find examples of false advertisements and write a brief explanation as to why they believe these ads are false.</li> <li>• Work with partners to come up with some possible ethical issues that may arise in the workplace.</li> <li>• Bring in examples of puffery in advertising.</li> <li>• Use the internet to research laws about advertising to children.</li> <li>• Create a code of ethics for a chosen industry.</li> <li>• Role-play proper sales techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete end of chapter questions.</li> <li>• All projects and critical thinking activities are completed.</li> <li>• Quizzes on information learned.</li> <li>• Final mastery test on unit.</li> <li>• Projects and oral presentations.</li> </ul>

<ul style="list-style-type: none"> <li>• What is the difference between a guarantee and a warrantee?</li> <li>• What laws are in place to protect children from deceptive advertisement?</li> </ul>	<p>advertising.</p> <ul style="list-style-type: none"> <li>• List and explain the advertising code of ethics.</li> <li>• Explore the laws that are in place to protect children from deceptive advertisements.</li> <li>• Define selling.</li> </ul>	
<ul style="list-style-type: none"> <li>• What is selling?</li> <li>• When does a conflict of interest occur in selling situations?</li> <li>• What is a class-action lawsuit?</li> <li>• What are some signs of salespeople who work on commission as oppose to salary?</li> <li>• Why do some companies engage in price gouging?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the key ethical problems and concerns relevant to the practice of selling</li> <li>• Define conflict of interest.</li> <li>• Identify a variety of principles of honest and ethical selling.</li> <li>• Analyze the important ethical issues common in the workplace environment.</li> </ul>	

## Resource Links

- **Chron News Online**  
<http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html>
- **EPCC Career Services**  
<http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf>
- **The Balance**  
<https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/>
- **Society For Human Resource Management**  
<https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx>
- **Graziado Business Review**  
<https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/>
- **Universal Class**  
<https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm>
- **The Nest**  
<http://woman.thenest.com/ethical-behavior-workplace-2815.html>
- **Eton Institute**  
<https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace>
- **Triad Research Marketing**  
<http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/>
- **IDEA**  
<http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making>

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**CRP1.** Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.



CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.