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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** | Business Law |
| **Lesson/Unit Title** | Ethical Basis for Laws |
| **TEKS Student Expectations** | **130.134 (c) Knowledge and Skills**(2) The student defines ethics in business (A) The student is expected to distinguish between ethical and unethical business practices; and(B) The student is expected to contrast ethical, moral, and legal choices that relate to the decision-making process in business situations. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective**Upon completion of this lesson, the student will be able to define ethics and explain how ethics are reflected in laws.**Specific Objective*** Students will define ethics.
* Students will compare and contrast consequence‐based ethics with rule‐based ethics.
* Students will discuss ways in which ethics are reflected in laws.
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| **Rationale** | If you want to run a sustainable business having a high set of ethics is critical, and there can be serious legal consequences if poor ethical decisions are made. Many legal cases are raised because of people seeking compensation for their losses caused by business people making unethical decisions. This lesson will explain how ethics are reflected in our laws. |
| **Duration of Lesson** | 2-3 days |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms** * **Ethics** ‐ a practice of deciding what is right or wrong in a reasoned, impartial manner.
* **Civil disobedience** ‐ an open, peaceful, violation of a law to protest its alleged or supposed, injustice.
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| **Materials/Specialized Equipment Needed** | **Instructional Aids:** * Internet
* “Ethics Presentation” Assignment
* Rubric for the “Ethics Presentation” Assignment
* “Emotions vs. Ethics Table” Assignment
* Rubric for the “Emotions vs. Ethics Table” Assignment

**Materials Needed:*** Construction paper
* Scissors and glue
* Poster board

**Equipment Needed*** Computers for students to complete projects
* Projector for student presentations
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | * Write the following question on the board: “What does “ethics” mean?” Also, ask students what they would do if they found a $20 bill in the school hall. Ethics are involved with all the answers.
* Ask students to write a paragraph about cheating in school. Cheating has become a major issue for all levels of education. The paragraph should explain ethical issues involved with cheating and strategies to decrease the amount of cheating taking place.
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| **Direct Instruction \*** | * Split the class into groups of two students. Each group must outline a current ethical issue in society. Each group will report about their ethical issue to the class.
* Tiffany, Jill, 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. Tiffany said she did not take the money because she was afraid of being caught. Jill said that she did not take the money because she felt obligated to obey the law. Logan said he did not take the money due to religious beliefs.
* **Ask** students which person they relate to the most.
1. Ethics and the Law
	1. Ethics – practice of deciding what is right or wrong in a reasoned, impartial manner
		1. Decision must affect you or others in a significant way
		2. Reasoned out by referring to an established authority that provides consistency
		3. The law and religious texts provide authority
		4. Impartial decision – same ethical standards are applied to everyone
		5. Profit maximization may overlook ethics
		6. Give students examples of ethical dilemmas and ask how they would respond. Ask students to give examples of business activities that involve questionable ethics. One example may be moving the company to a country with very inexpensive labor.
	2. Basic forms of ethical reasoning
		1. Consequence-based ethical reasoning
			1. Look for alternative ways to alter the current situation
			2. Alternative that generates the greatest good (financial reward, pleasure, love, justice)
			3. Who will be receiving “the good” often is a major consideration
		2. Rule-based ethical reasoning
			1. Acts are judged as right or wrong
			2. Standard for judging comes from a recognized authority or human reasoning
			3. Authority is frequently a religious source (Ten Commandments)
			4. Universalizing – picture everyone doing the action and then asking would the result be irrational, illogical or demeaning
		3. Ask students who has taught them about ethics. Then survey students to determine how many of their families are influenced by religious guidelines.
2. Ethics Reflected in laws
	1. U.S. Democracy – representatives must vote for laws that are acceptable to most people if the representatives expect to be re-elected (consequences-based ethics)
	2. Constitution – seeks to protect the well-being of minorities that might be taken advantage of by the wrong actions of the majority
	3. Ethics based on consequences and ethics based on rules conclude that we are obligated to obey the law
	4. Laws can easily be broken by those with superior abilities or knowledge
		1. Fidelity bond – an insurance policy that pays the employer money in the case of theft by employees
		2. Scoff laws – persons who do not respect the law at all and are not deterred by the risk of being caught and punished
		3. Lack personal integrity (capacity) to do what is right in the face of temptation or pressure to do otherwise
	5. Ask students how politicians are sometimes influenced by unethical decisions.
	6. Ask students to give examples of current political issues that involve protecting the rights of minority groups.
	7. Ask students to give examples of current people with authority who are now facing the consequences of unethical behavior
	8. Civil disobedience – open, peaceful, violation of a law to protest its alleged or supposed injustice
		1. Goal to make the legal system more just
		2. View a written law conflicting with ethical reasoning
		3. No effective political methods are available to change the law
		4. The civil disobedience is nonviolent
		5. The civil disobedience does not advance a person’s immediate self-interest
		6. The civil disobedience is public, and one willingly accepts the punishment for violating the law
	9. Ask students what would happen at school if they participated in civil disobedience.
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| **Guided Practice \*** | Using the lesson outline**,** the teacher will explain the meaning of ethics and the law. Three elements of ethics include a decision about right or wrong, decision is reasoned, and decision is impartial. Culture refers to a society’s shared values, beliefs, and behaviors. Values express the culture’s ideas of how people should act, as well as ideas about what is good, right, and desirable. Ask students to survey family members to learn more about their culture. 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 foundation for their culture. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * **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 the 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, consequences, and who is affected by the unethical actions.
* **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 response based on emotions in column #2 and the response based on ethics in column #3.

It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **Lesson Closure** | 1. What is the definition for ethics?
2. Ethics is a practice of deciding what is right or wrong in a reasoned, impartial manner.
3. How are ethics reflected in the U.S. system of democracy?
4. The U.S. system of democracy is based on rules embedded in and sanctioned by the form of government created by our Constitution.
5. What type of ethical reasoning is involved with majority rule?
6. Rule‐based reasoning
7. What are two elements of civil disobedience?
8. Two elements include violating the law openly, peacefully, and accepting punishment for the violation.
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| **Summative / End of Lesson Assessment \*** | Use the assigned rubric to evaluate the projects assigned for Independent Practice.It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of the website.    |
| **References/Resources/****Teacher Preparation** | * Local newspapers
* Television Network Newscasts and the Internet
* http://thoreau.eserver.org/civil.html
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **College Readiness and Study Skills*** 110.48(b) (2) (A). The student is expected to expand vocabulary through wide reading, viewing, listening, and discussion.
* 110.48(b) (2) (F). The student is expected to use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary.
* 110.54(b) (4) (D). The student is expected to summarize texts by identifying main ideas and relevant details.
* 110.47(b) (7) (A). The student is expected to read silently or orally such as paired reading or literature circles for sustained periods of time.
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| **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) | 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.Survey a religious, political, educational, or community leader to find out their definition for ethics and ethical conduct. Prepare an oral presentation to report on the information learned from the surveyFlash the following words during a presentation: art gallery, museum, university, literature, lyrics to a popular song, peaceful demonstration. Then ask students if any of these activities might be offensive to certain groups. How would the standard of obscenity be determined? |
| **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)