Unit 3: Ethics and Social Responsibility

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **2-3 Weeks**
Status: **Published**

Summary

Introduction to Business is the first course in the Business Management & Information Systems recommended sequence and is intended to expose students to the basics of the world of business. This unit is part of the larger aforementioned course sequence and specifically focuses on ethics and social responsibility where students will understand that socially responsible companies use their position and resources to operate a business model that fosters positive social change within the communities they operate in; this benefits consumers, but can also benefit the company's bottom line. Students will also understand that the field of business ethics utilizes different strategies to ensure a positive corporate reputation. By the end of this unit, students will be able to assess ethical and unethical situations that happen in the business world, discuss how ethical and socially responsible business can help business' bottom lines, and evaluate the impact of different agencies and laws that have been created with the intent to protect employees and consumers.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revised: August 2021

Standards

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.

	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM-ADM.2	Access, evaluate and disseminate information for business decision making.
9.3.12.BM-BIM.3	Access, evaluate and disseminate information for business decision making.
12.9.3.IT.1	Demonstrate effective professional communication skills and practices that enable positive customer relationships.
LA.11-12.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.11-12.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.11-12.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.11-12.ELA.EE.L.11-12.6	Use general academic and domain-specific words and phrases across contexts.
LA.11-12.ELA.EE.W.11-12.6	Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
LA.11-12.ELA.EE.W.11-12.9.b	Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg., "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.").
LA.11-12.ELA.EE.SL.11-12.1.a	Prepare for discussions by collecting information on the topic.
LA.11-12.ELA.EE.SL.11-12.1.c	Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
LA.11-12.ELA.EE.SL.11-12.1.d	Respond to agreements and disagreements in a discussion.
LA.11-12.ELA.EE.SL.11-12.2	Determine the credibility and accuracy of information presented across diverse media or formats.
LA.11-12.ELA.EE.SL.11-12.3	Determine whether the claims and reasoning enhance the speaker's argument on a topic.
BUS.9-12.9.4.12.D.6	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
BUS.9-12.9.4.12.D.7	Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication.
BUS.9-12.9.4.12.D.8	Locate, organize, and reference written information from various sources to communicate with others.
BUS.9-12.9.4.12.D.9	Evaluate and use information resources to accomplish specific occupational tasks.
BUS.9-12.9.4.12.D.11	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
BUS.9-12.9.4.12.D.12	Interpret verbal and nonverbal cues/behaviors to enhance communication.
BUS.9-12.9.4.12.D.13	Apply active listening skills to obtain and clarify information.
BUS.9-12.9.4.12.D.38	Demonstrate knowledge of personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments.
BUS.9-12.9.4.12.D.39	Demonstrate knowledge of employee rights and responsibilities and employers' obligations to maintain workplace safety and health.
BUS.9-12.9.4.12.D.42	Explain health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
BUS.9-12.9.4.12.D.50	Apply ethical reasoning to a variety of situations in order to make ethical decisions.
BUS.9-12.9.4.12.D.51	Interpret and explain written organizational policies and procedures that help workers

	perform their tasks according to employer rules and expectations.
BUS.9-12.9.4.12.D.52	Describe management's responsibility to know and abide by laws and regulations that affect business operations.
BUS.9-12.9.4.12.D.53	Identify and demonstrate positive work behaviors and personal qualities needed to succeed in the classroom and/or to be employable.
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent have businesses evolved into good corporate citizens in the past fifty years?
- Why is ethics important to a business?
- In what ways is a business responsible for more than just their goods and services?

Enduring Understandings:

- Socially responsible companies use their position and resources to operate a business model that focuses on positive social change within the communities they operate in; this benefits consumers, but can also benefit the company's bottom line, too.
- The field of business ethics utilizes different strategies to ensure a positive corporate reputation and perception

Objectives

Students will know:

- Vocabulary: ethics, sweatshop, code of ethics, conflict of interest, social responsibility, corporate social responsibility, Federal Trade Commission, Occupational Safety and Health Administration, Food and Drug Administration, Environmental Protection Agency, Equal Pay Act, Americans with Disabilities Act, Sarbanes-Oxley Act
- Ethics are behaviors that society believes to be right or wrong
- The government has established many agencies and laws to protect businesses from engaging in unethical

practices

- Corporate social responsiblity is a way companies regulate themselves to help them to be socially accountable
- Ethics and social responsibility are important to companies and to consumers
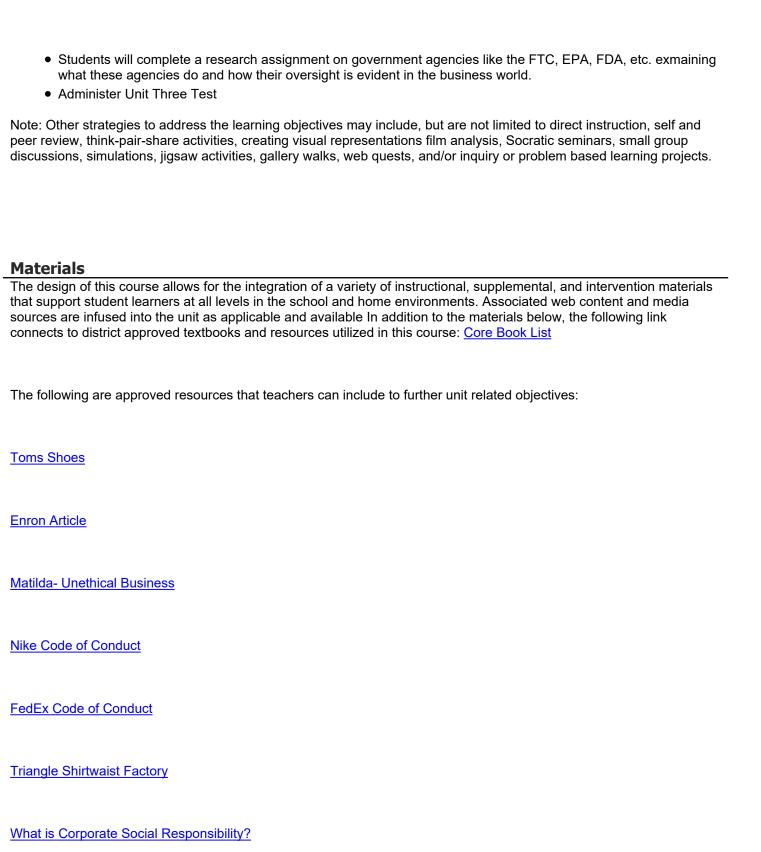- Consumers and producers will be faced with ethical dilemmas

Students will be skilled at:

- Analyzing different corporate and workplace situations from an ethical and legal lens
- Explaining that ethical decisions are not always basesd on legality, but instead between moral and immoral decisions
- Discussing how good ethical and socially responsible decisions can help a business's bottom line
- Evaluating the impact of different agencies and laws that have been created with the intent to protect employees and consumers
- Identifying major events in US history that have caused the business world to make social responsibility a priority

Learning Plan

The learning plan includes, but is not limited to the following:

- Preview the essential questions and connect to learning
- Throughout the unit, students will analyze current business articles and videos that relate to the topics covered.
- Students will research the Enron scandal and how it has affected the business world
- Teacher will lead a discussion on the Enron scandal and the Sarbanes-Oxley Act
- Students will examine the FedEx Code of Ethics and assess to what extent it may encourage employees and the company to act in ethical ways
- Teacher will provide situations of ethical dilemmas - in pairs, students will discuss what they feel is the best course of action
- Students will examine videos and articles regarding Bernie Madoff and Jordan Belfort to collect evidence to participate in a discussion regarding unethical business practices
- Students will watch a video on corporate social responsibility and then think-pair-share regarding what companies can do to act in responsible ways for customers, employees, society, and owners/shareholders
- Students will read an article on Toms shoes and assess to what extent the company acts in a socially responsible way
- Students will research Ben and Jerry's (and use knowledge from an earlier project) to assess to what extent the company acts in a socially responsible way
- Students will examine various situations when companies had acted in ways that led to negative corporate reputations (ex: BP oil spill, Takata air bags, VW scandal) - students will make recommendations as to how the company should respond. They will then examine the course of action the companies ultimately took and evaluate their success
- Teacher will lead a discussion on how social responsibility and ethics actually help businesses (and how this is now expected by consumers)
- Students will brainstorm what companies can do to be socially responsible
- Teacher will lead a discussion on how being "green" is not the only way to be socially responsible
- In groups, students will research a company's code of ethics, the extent to which they follow this code, and how socially responsible the company is in all aspects of social responsibility (customers, employees, society, and owners/shareholders)
- Students will watch a short video on Triangle Shirtwaist Factory Fire to discuss sweatshops and if students think this model still exists in the world

- Students will complete a research assignment on government agencies like the FTC, EPA, FDA, etc. exmaining what these agencies do and how their oversight is evident in the business world.
- Administer Unit Three Test

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: [Core Book List](#)

The following are approved resources that teachers can include to further unit related objectives:

[Toms Shoes](#)

[Enron Article](#)

[Matilda- Unethical Business](#)

[Nike Code of Conduct](#)

[FedEx Code of Conduct](#)

[Triangle Shirtwaist Factory](#)

[What is Corporate Social Responsibility?](#)

[CSR](#)

[Most Socially Responsible Companies 2019](#)

[LEGO group CSR](#)

[LEGO Group- Social Responsibility Article](#)

[VW Scandal Explained](#)

[BP Oil Spill- CSR](#)

[Takata Airbag Scandal](#)

[Bernie Madoff- How he pulled it off](#)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.