

# 06\_Ethical situations in Business/Companies

Content Area: **Social Studies**  
Course(s):  
Time Period: **Semester**  
Length: **3 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

### Ethics CP

In Ethics CP, students will learn about various ethical dilemmas facing citizens in this global society. Topics covered in this class include moral stages of development, domestic abuse, cheating, standards of beauty, and the right to die. Students will learn to think critically about these topics and analyze how they impact society as a whole.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

### **Objective(s):**

- Students will learn that there are ethical issues that both employers (companies) and employees face
- Students will learn that businesses exist to make a profit, and how that impacts decision making
- Students will learn how to determine whether employers owe anything to their employees
- Students will learn whether employees owe their employers anything

### **Essential Question(s):**

- What ethical decisions do businesses face?
- What ethical decisions do employees face?
- Do companies owe their employees anything?
- Do employees owe their employers anything?

### **Enduring Understanding(s):**

- Students will understand that employers and employees are faced with many ethical decisions
- Students will understand that businesses exist to make a profit which may be

detrimental to the employees

- Students will understand the debate over whether companies owe their employees anything
- Students will understand that there is a debate on what employees owe the company they work for

## **CONTENT AREA STANDARDS**

---

SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.  Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
PFL.9.1.2.FP.2	Differentiate between financial wants and needs.
PFL.9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).

## **STUDENT LEARNING TARGETS**

---

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

---

**Students will understand that:**

- Both employers and employees have ethical decisions to make
- Businesses exist to make a profit
- There is a debate about whether employers owe their employees anything
- There is also a debate about whether employees owe their employers anything

### **Procedural Knowledge**

---

**Students will be able to:**

- Identify the ethical decisions that both employers and employees may make
- Evaluate the truth of the statement "businesses exist to make a profit"
- Debate whether employers and employees owe each other anything

## **EVIDENCE OF LEARNING**

---

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

---

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

### **Benchmark Assessments**

---

- Benchmark Assessments using Pear Assessments three times per year

### **Formative Assessments**

---

**For this unit, formative assessments can/will include:**

- Video response questions
- Reading response questions
- Checklist for debates
- Do nows
- Exit tickets

### **Summative Assessments**

---

**For this unit, summative assessments can/will include:**

- Teacher prepared tests/quizzes
- Debates
- Research essays

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

**Resources Include:**

- <http://penandthepad.com/write-argumentative-essay-over-ethics-2071.html>

- <https://www.cbsnews.com/news/facebook-whistleblower-frances-haugen-misinformation-public-60-minutes-2021-10-03/>
- <https://www.washingtonpost.com/technology/2021/10/26/frances-haugen-facebook-whistleblower-documents/>
- Movie "The Big Short" and viewing questions
- Movie "Erin Brockovich" and viewing questions

## **INTERDISCIPLINARY CONNECTIONS**

---

### **Technology/Multimedia**

Video case studies

Audio/visual media analysis

Research based writing

Google

Media literacy

Educational tech applications

### **Math**

Financial/Economic/Business/Entrepreneurial Literacy

### **English Language Arts**

Speech/Debate

Informational writing

### **Career Readiness**

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Literary responses (critical)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.