

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## Business Ethics June 2021

## **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 to formulate 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.

## 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.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Foundations of Ethics	20
Unit 2: Personal Ethical Development	20
Unit 3: Critical Thinking in Ethics	20
Unit 4: Workplace Ethics	30

# Unit Standards Overview

Overview	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Unit 1</p> <p>Foundations of Ethics</p>	<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> <li>● Differentiate between relativism and legalism.</li> <li>● Evaluate the role of consequences in ethical decision making</li> <li>● Explain the concept of human rights.</li> <li>● Define and explain moral duties.</li> <li>● Discuss the concept of moral virtues.</li> </ul>	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> </ul>

		<ul style="list-style-type: none"> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html">http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html</a>  <a href="http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf">http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf</a>  <a href="https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/">https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/</a>  <a href="https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx">https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx</a>  <a href="https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/">https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/</a>  <a href="https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm">https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm</a>  <a href="http://woman.thenest.com/ethical-behavior-workplace-2815.html">http://woman.thenest.com/ethical-behavior-workplace-2815.html</a>  <a href="https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace">https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace</a>  <a href="http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/">http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/</a>  <a href="http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making">http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making</a></p>	

<p>Unit 2</p> <p>Personal Ethical Development</p>	<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>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html">http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html</a>  <a href="http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf">http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf</a>  <a href="https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/">https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/</a>  <a href="https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx">https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx</a>  <a href="https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/">https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/</a>  <a href="https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm">https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm</a>  <a href="http://woman.thenest.com/ethical-behavior-workplace-2815.html">http://woman.thenest.com/ethical-behavior-workplace-2815.html</a>  <a href="https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace">https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace</a>  <a href="http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/">http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/</a>  <a href="http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making">http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making</a></p>	

**Unit 3**

**Critical Thinking in  
Ethics**

- Define critical thinking.
- Explain why critical thinking is essential in the study of ethics.
- Describe and identify common fallacies in reasoning.
- Explore the ETHICS model.
- Apply the ETHICS model to make ethical decisions based on sound critical-thinking skills.

<p><b>Suggested Resources</b>  <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html">http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html</a>  <a href="http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf">http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf</a>  <a href="https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/">https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/</a>  <a href="https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx">https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx</a>  <a href="https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/">https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/</a>  <a href="https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm">https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm</a>  <a href="http://woman.thenest.com/ethical-behavior-workplace-2815.html">http://woman.thenest.com/ethical-behavior-workplace-2815.html</a>  <a href="https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace">https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace</a>  <a href="http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/">http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/</a>  <a href="http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making">http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making</a></p>	
<p><b>Unit 4</b>  <b>Workplace Ethics</b></p>	<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 advertising.</li> <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> <li>● Explain the key ethical problems and concerns relevant to the practice of selling</li> <li>● Define conflict of interest.</li> </ul>	



	<ul style="list-style-type: none"><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>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/ activities</i></p>	<p><a href="http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html">http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html</a> <a href="http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf">http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf</a> <a href="https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/">https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/</a> <a href="https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx">https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx</a> <a href="https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/">https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/</a> <a href="https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm">https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm</a> <a href="http://woman.thenest.com/ethical-behavior-workplace-2815.html">http://woman.thenest.com/ethical-behavior-workplace-2815.html</a> <a href="https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace">https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace</a> <a href="http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/">http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/</a> <a href="http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making">http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making</a></p>	

# Curricular Units

## Unit I: Foundations of Ethics

<b>Critical Knowledge &amp; Skills</b> <i>("Unpacked" Standards)</i>	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i>
<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>	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	<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> </ul>

<ul style="list-style-type: none"> <li>• What major sources of beliefs do individuals consider when making ethical decisions?</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> <li>• What major sources of beliefs do individuals consider when making ethical decisions?</li> </ul>	<p>Annotations and close reading activities  Classroom Discussions and Debates  Analysis of graphic organizers and notes  Teacher and student led PowerPoint Presentations  Definitions of key terms and concepts  Individual/Group Presentations  Written responses to queries  Summary and Analysis of Videos/Documentaries/Films  Summary and analysis of guest speakers</p>	<ul style="list-style-type: none"> <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>
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 1 Connections	
NJSLs - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>

<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>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.</p>
<p style="text-align: center;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p><b>9.1 Personal Financial Literacy</b></p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b></p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

<p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	
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## Unit 2: Personal Ethical Development

Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<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>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<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>

Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  8.1.12.B.2: Apply previous content knowledge by creating and	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.

<p>piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	
<p style="text-align: center;"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">21st Century Life and Skills</a></p>	<p style="text-align: center;"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>  Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p> <p>English: Written reports &amp; projects</p>

### Unit 3: Critical Thinking in Ethics

<b>Critical Knowledge &amp; Skills</b> ("Unpacked" Standards)	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i>
<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> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p>	<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> </ul>

	<p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	
<ul style="list-style-type: none"> <li>Which fallacies are often used in today's society?</li> <li>What are the steps to making ethical decisions?</li> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p>	<ul style="list-style-type: none"> <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>

Unit 3 Assessment Plan	
Formative Assessment	Summative Assessment
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL)	Special Education / 504	Gifted and Talented
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<ul style="list-style-type: none"> <li>a. Read written instructions/Google translate</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> </ul>	<ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> <li>d. Enrichment Activities</li> </ul>

**Unit 3 Connections**



<p align="center"><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">NJ Technology Standards</a></p>	<p align="center"><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p align="center"><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">21st Century Life and Skills</a></p>	<p align="center"><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>            Refer to the <a href="#">NJ Student Learning Standards</a></p>
<p><b>9.1 Personal Financial Literacy</b></p>	<p>Content Workplace Readiness Skills/Standards as directed by the New Jersey Student Learning Standards are infused into the curriculum.</p>

<p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.3 Career and Technical Education</p> <p>9.4 Life Literacies &amp; Key Skills</p>	<p>English: Written reports &amp; projects</p>
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## Unit 4: Workplace Ethics

<b>Critical Knowledge &amp; Skills</b> <i>("Unpacked" Standards)</i>	<b>Content-Specific Practices</b>	<b>Standard Mastery Examples</b> <i>(The Student will be able to:)</i>
<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> </ul>	<p>Annotations and close reading activities</p> <p>Classroom Discussions and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Written responses to queries</p>	<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> </ul>

	Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	
<ul style="list-style-type: none"> <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> <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>	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	<ul style="list-style-type: none"> <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> </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>	Annotations and close reading activities Classroom Discussions and Debates Analysis of graphic organizers and notes Teacher and student led PowerPoint Presentations Definitions of key terms and concepts Individual/Group Presentations Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers	<ul style="list-style-type: none"> <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>

Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

**Unit 4 Suggested Modifications/Accommodations/Extension Activities**

<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking d. Enrichment Activities

<b>Unit 4 Connections</b>	
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
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