

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 11-12/Explore Legal, Ethical, & Social Aspects of Management

Course Code: 040005/034301

CIP Code: 52.0701/52.0101

COURSE INTRODUCTION:

An instructional program that generally describes the planning, organizing and controlling of a business, including organizational and human aspects, with emphasis on various theories of management, the knowledge and understanding necessary for managing people and functions, and decision making.

Business management prepares students for administrative and management occupations. Students learn to make decisions based on data, develop leadership skills, and select appropriate management styles for varying employment situations. Not only is this area of study vital to the development of all business students, it also provides skills and knowledge that can be used effectively on many occasions when professional management skills are needed.

This course is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of American business, forms of business ownership, personnel management, labor-management relations, public and human relations, taxation, and government regulations. The use of computers and software as tools in making business decisions in areas such as accounting, sales analysis, and inventory control is also introduced.

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UNIT DESCRIPTION: Students will learn how ethics and social responsibility impact businesses.		SUGGESTED UNIT TIMELINE: 1 WEEK CLASS PERIOD (min.): 50 MINUTES			
ESSENTIAL QUESTIONS: 1. How can businesses demonstrate social responsibility? 2. Why are ethics important in business?					
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS			
		National Business Education Standards	CCSS	MBA Research Standards	DOK
1. Identify current laws and regulations affecting the establishment and operation of businesses		BL IV.A.1.1	SL.11-12.1.a SL.11-12.4 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RST.11-12.9	Understands business’s responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations	1

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				and transactions.	
2. Explain the elements of federal legislation relevant to staffing		BL III.B.1.1	SL.11-12.1.a SL.11-12.4 L.11-12.1 L.11-12.3 L.11-12.5 L.11-12.6 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.5 RST.11-12.9	Understands business’s responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business operations and transactions.	3
3. Discuss ethical behaviors in the workplace		Man V.A.1.1 Man V.A.3.6	SL.11-12.1.a SL.11-12.1.c SL.11-12.4 L.11-12.1 L.11-12.3 L.11-12.5 L.11-12.6	Understands the economic principles and concepts fundamental to business operations. Understands techniques, strategies, and systems used to foster self-understanding	2

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				<p>and enhance relationships with others.</p> <p>Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision making.</p> <p>Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued</p>	
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				business functioning.	
4. Demonstrate characteristics of an acceptable work ethic (e.g., attendance, attire)		Man V.A.1.1	SL.11-12.1.a SL.11-12.4	<p>Understands the economic principles and concepts fundamental to business operations.</p> <p>Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.</p>	2
5. Identify business' responsibilities in the workplace, community, and society		Man V.B.3.2	SL.11-12.1.a SL.11-12.4 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.5 RST.11-12.9	<p>Understands business's responsibility to know, abide by, and enforce laws, regulations, and ethical behavior that affect business</p>	1

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				<p>operations and transactions.</p> <p>Understands the economic principles and concepts fundamental to business operations.</p> <p>Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.</p> <p>Understands the concepts and strategies needed to</p>	
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			communicate information about products, services, images, and/or ideas to achieve a desired outcome.
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Website for samples on developing a Business Survey www.samplequestionnaire.com/management-questionnaire-template.html</p> <p>Cooperative Learning (Group work rubric example) http://www2.uwstout.edu/content/profdev/rubrics/secondaryteamworkrubric.html</p> <p>Essay writing rubric Examples: http://www.teachervision.fen.com/rubrics/teaching-methods/6359.html</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>			
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)		
3	<p>1. Guided Practice, Independent Practice, & Guest Speaker:</p> <ul style="list-style-type: none"> • Teacher led discussion: Coordinate a “dress up” day (perhaps during FBLA-PBL week) after providing appropriate guidelines(handout) and discussing a typical attendance policy (use local schools attendance policy as an example) obtained from a local business. (great time to discuss FBLA Dress Code – see unit Resources) • Student research – Assign each student a business and have them interview someone from a local business (a parent) or research on the internet the dress code/attendance policy of the business and then write a short essay describing the policies. • Invite a speaker from an area business (Human Resource Department) to talk about company policy on dress code, attendance, rules and regulations about hiring, etc. 		

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3, 4, 5	2. Guided Practice - Open dialogue: Ask students to first define ETHICS. This will give the instructor an idea of the students' experiences and background with the topic. Key words should be recorded on newsprint, chalkboard, overhead, etc. The intent of this discussion is to generate key words such as: values, belief or belief system, morals, principles, code of right and wrong, social values, etc.
1, 2	3. Independent Practice , student research – Students conduct research for laws and regulations on starting businesses.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	1. Go to the web site www.ceres.org and research CERES PRINCIPLES. Assign each student a principle and have them write a short paragraph describing the principle in addition have the student research a company that is practicing the principle and an example of that practice.
3, 4, 5	2. Students will contact local business owners from surrounding rural and urban areas to compare their policies on: attire, ethics, and attendance ect. (see website link in Assessments for ideas on developing a survey)
1, 2	3. WebQuest: Students will search the internet for laws and regulations on starting the following forms of Businesses: (Proprietorship, Partnership, and Corporation ect.) (see link in unit resources – Business Informational website and Missouri Legal Website)
UNIT RESOURCES: (include internet addresses for linking)	
Business Registration Checklist: http://www.business.mo.gov/BusinessRegistrationChecklist.pdf	
Missouri Legal Website: http://www.business.mo.gov/register.asp	
FBLA Dress Code www.fbla-pbl.org	
Ethics and Social Responsibility www.enotes.com/social-responsibility-organizational-ethics-reference/social-responsibility-organizational-ethics	
Laws and Regulations regarding opening a business: http://www.business.gov/we-have-moved.html	
Business informational website: http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-	

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[business/establishing-business/incorporating-registering-your-](#)

Resources @MCCE:

BE 13.1399 W333 - Teaching the Ethical Foundations of Economics

Jonathan B. Wight and John S. Morton

NEW YORK, NY, NATIONAL COUNCIL ON ECONOMIC EDUCATION, 2007.

BOOK — Book contains 10 lessons that reintroduce an ethical dimension to economics in the tradition of Adam Smith. Through these materials students will have the opportunity to learn about the important role ethics and character play in a market economy and how, in turn, markets influence ethical behavior. The lessons involve students through simulations, group decision making, problem solving, classroom demonstrations and role playing. Grades 9 - 12.

BE DVD ROM 41 - Business Law and Ethics--If It Is Legal, Is It Ethical?

Palomar College

SAN MARCOS, CA, PALOMAR COLLEGE, 2005.

DVD ROM — Enron, MCI, and Tyco have become household words, not because of their products or services, but rather because of their unethical conduct setting new records in the annals of business. A panel of experts help the viewer to understand the ethics of business. High School. 22 minutes.

BE GAME 4 - The Ethics Challenge

Lockheed Martin

WESTLAKE VILLAGE, CA, LOCKHEED MARTIN CORPORATION, 1998.

GAME — Lockheed Martin's Ethics Challenge is a set of training materials based on cartoonist Scott Adams' famous DILBERT characters. The heart of the program consists of fifty Case Files that set up a wide variety of issues and dilemmas, covering virtually every aspect of business. Includes video, game board & playing pieces, leader's guide, 6 guide books.

BE GAME 5 - Perspectives

Lockheed Martin

WESTLAKE VILLAGE, CA, LOCKHEED MARTIN CORPORATION, 2002.

GAME — Doing the right thing calls for a great deal of common sense, but sometimes what is right is not obvious. Perspectives, Lockheed Martin Ethics Challenge 2002 game focuses on many of the ethical challenges that employees may encounter. The theme for Lockheed Martin Ethics

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Challenge 2002 is perspectives and their role in decision-making. Includes video, leaders guide, and twelve workbooks. (Same author as Gray Matters game)

BE VIDEO 180 - Professional Development: Business Ethics and Social Responsibility

Diamond Educational Productions/MarkED

COLUMBUS, OH, DIAMOND EDUCATIONAL PRODUCTIONS, 2004.

VIDEO — Through group discussions, industry professionals, educators, and recent college graduates look at the social responsibilities of businesses and processes of ethical decision-making. Codes of ethics and theories are discussed. Great for class discussions. Discussion centers around the recent events with Martha Stewart, Tyco, WorldCom, Enron and others. FORMAT: Panels and focus groups discuss trust issues involved between consumers and businesses since the recent barrage of illegal and in ethical activities of business CEOs.

MCE DVD ROM 44 - Corporate Social Responsibility: From Principles to Profit

Films for the Humanities & Sciences

PRINCETON, NJ, FILMS FOR THE HUMANITIES & SCIENCES, 2004.

DVD ROM — This program looks at how product and service providers develop and implement better business practices to satisfy shareholders, customers, employees, and the community. Companies such as Shell, DHL, Nike, and GlaxoSmithKline--placed on the hot seat by Greenpeace, the World Wildlife Fund, Oxfam, and other watchdog groups--explain how they dealt with environmental impact management, ethical supply chain management, equitable treatment of employees, proactive addressing of consumer disgruntlement, and accurate assessment of shareholder sentiment. 51 minutes.