

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

|   |   |  |
|---|---|--|
| <b>Course Title:</b><br><div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Intermediate Business Ethics</div> <input checked="" type="checkbox"/> New<br><input type="checkbox"/> Revised | <b>Subject Area:</b><br><input type="checkbox"/> Social Science<br><input type="checkbox"/> English<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Laboratory Science<br><input type="checkbox"/> World Languages<br><input type="checkbox"/> Visual or Performing Arts<br><input checked="" type="checkbox"/> College Prep Elective<br><input type="checkbox"/> Other   | <b>Grade Level</b><br><br>MS<br>HS<br>5<br>6<br>7<br>8<br>9<br><b>X 10</b><br>11<br>12 |
| <b>If revised previous course name if changed</b><br><div style="border: 1px solid black; height: 20px; width: 100%;"></div>  | Is this classified as a Career Technical Education course?<br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>PATHWAY: Entrepreneurship/Self Employment</b>  |  |
| <b>Transcript Course Code/Number:</b><br><div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">608271/608272</div> (To be assigned by Educational Services)                                       | <p style="text-align: center; background-color: yellow;"><b>To be completed by Human Resources only.</b></p> <b>Credentials Required to teach this course:</b><br><div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subjects: Career Technical Education: BUSINESS and Finance</i><br/> <i>Single Subject: BUSINESS and Finance</i> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"><i>Spik Shilton</i></div> <div style="border: 1px solid black; padding: 2px; width: 30%;"><i>7-28-2021</i></div> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span>Signature</span> <span>Date</span> </div> <b>CalPads Code: 8330</b> |  |
| <b>Required for Graduation:</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   | <b>Meets UC/CSU Requirements?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b>Was this course <u>previously approved by UC for PUHSD?</u></b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br>(Will be verified by Ed Services)  |  |
| <b>Meets "AP" Requirements?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   | <b>Meets "Honors" Requirements?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No<br><b>Unit Value/Length of Course:</b><br><input type="checkbox"/> 0.5 (half year or semester equivalent)<br><input checked="" type="checkbox"/> 1.0 (one year equivalent)<br><input type="checkbox"/> 2.0 (two year equivalent)<br><input type="checkbox"/> Other:   |  |
| <b>Submitted by: Dian Martin</b><br><b>Site: Educational Services</b><br><b>Date: 07/27/2021</b>  |   |  |
| <b>Approvals</b>  | <b>Name/Signature</b>   | <b>Date</b>  |
| Director of Curriculum & Instruction  |   | <i>7/29/21</i>   |
| Asst. Superintendent of Educational Services  |   | <i>7/30/21</i>   |
| Governing Board   |   |  |

**Course Instruction Plan (CIP)  
Development Template**

|                      |   |                        |   |
|----------------------|---|------------------------|---|
| <b>Course Title</b>  | RCOE Intermediate Business Ethics   | <b>Industry Sector</b> | Marketing, Sales, & Services  |
| <b>Prerequisites</b> | none  | <b>Pathway</b>         | Entrepreneurship/<br>Self-Employment  |
| <b>CALPADS</b>       |   | <b>CALPADS Code</b>    | 8330  |
| <b>Course Level</b>  | <input type="checkbox"/> Intro <input checked="" type="checkbox"/> Con <input type="checkbox"/> Cap | <b>Grade Level</b>     | <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| <b>Total Hours</b>   | 180   | <b>Classroom</b>       | 180   |
|                      |   | <b>Work-Based</b>      | 0   |

**O\*Net Codes**

|             |            |              |  |
|-------------|------------|--------------|--|
| <b>Code</b> | 11-1021.00 | <b>Title</b> | General Operations Managers  |
| <b>Code</b> | 11-3012.00 | <b>Title</b> | Administrative Services Managers   |
| <b>Code</b> | 41-4012.00 | <b>Title</b> | Sales Representatives  |
| <b>Code</b> | 13-1199.00 | <b>Title</b> | Business Operations Specialists<br>(online merchants, security management specialists) |
| <b>Code</b> | 13-1051.00 | <b>Title</b> | Cost Estimators  |
| <b>Code</b> | 13-1022.00 | <b>Title</b> | Buyers and Purchasing Agents   |

**Course Description**

The RCOE Intermediate Business Ethics course will expose students to ethical concerns that may occur in general business scenarios. As a result, students will gain the tools necessary to analyze those dilemmas and develop solutions through an ethical decision-making framework. Among the issues that students will examine include corporate social responsibility, business culture, diversity, discrimination, harassment, the law, marketing practices, management and leadership, and the environment. Students will also learn about the impact of decision-making on the climate and culture of a business and its customers.

**Recommended Text**

|                  |  |                     |                               |
|------------------|--|---------------------|-------------------------------|
| <b>Title # 1</b> | Business Ethics:<br>Ethical Decision Making<br>& Cases | <b>Edition/Year</b> | Eleventh Edition<br>2017      |
| <b>Author(s)</b> | Ferrell, Fraedrich, Ferrell                            | <b>Publisher</b>    | Cengage Learning              |
| <b>Website</b>   |  |                     |                               |
| <b>Title # 2</b> | Ethical Theory &<br>Business                           | <b>Edition/Year</b> | Tenth Edition<br>2020         |
| <b>Author(s)</b> | Arnold, Beauchamp,<br>Bowie                            | <b>Publisher</b>    | Cambridge University<br>Press |
| <b>Website</b>   |  |                     |                               |
| <b>Title # 3</b> | An Introduction to<br>Business Ethics                  | <b>Edition/Year</b> | Sixth Edition<br>2020         |
| <b>Author(s)</b> | DesJardins   | <b>Publisher</b>    | McGraw Hill                   |
| <b>Website</b>   |  |                     |                               |

## Course Outline

|                           |   |                  |    |                   |  |
|---------------------------|---|------------------|----|-------------------|--|
| <b>Unit 1</b>             | <b>Business Ethics</b>  |                  |    |                   |  |
| <b>Description</b>        | In this unit, students will explain the reasons for studying business ethics. Additionally, students will examine the history of business ethics in the United States within 5 stages from the 1960's through the 2000's, and explain the benefits of each stage to employees, investors, customers, and profits. Government regulation vs self regulation (organizational ethics programs) will be considered to apply to cases where unethical actions led to change. |                  |    |                   |  |
| <b>Key Assignment</b>     | Students will design a timeline for the development of business ethics by decade. Each development will identify any related case law (i.e., case name and year) as well as rationalize which group benefited from the development (i.e., employees, investors, customers, or company/profits) and how.   |                  |    |                   |  |
| <b>Anchor Standards</b>   | 8.3 Demonstrate ethical and legal practices consistent with Marketing, Sales, and Services sector workplace standards.<br>8.5 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.   |                  |    |                   |  |
| <b>Pathway Standards</b>  | C1.2 Understand the part government plays in the free-enterprise system and its impact on small businesses.   |                  |    |                   |  |
| <b>Academic Standards</b> |   |                  |    |                   |  |
| <b>Unit Hours</b>         | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 2</b>            | <b>Ethical Decision Making</b>  |                  |    |                   |  |
| <b>Description</b>       | In this unit, students will develop a framework for ethical decision-making and classify factors that influence business decisions. Students will also examine the opportunities which create conditions for behaviors and evaluate the outcomes that arise as a result. Students will analyze situations that are vague or in conflict with making clear decisions and determine standards for decision-making, including principles and core values.                    |                  |    |                   |  |
| <b>Key Assignment</b>    | Students will develop an ethics program for a business that will encourage an ethical climate and culture. The ethics program will include: <ul style="list-style-type: none"> <li>● An explanation of 3 core values that will define the culture of the business</li> <li>● A code of conduct listing 3-5 employee behaviors that support the core values.</li> <li>● Identify 2-4 laws or regulations that the core values and/or code of conduct addresses.</li> </ul> |                  |    |                   |  |
| <b>Anchor Standards</b>  | 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.   |                  |    |                   |  |
| <b>Pathway Standards</b> | C7.3 Develop core values.   |                  |    |                   |  |
| <b>Unit Hours</b>        | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 3</b>             | <b>Corporate Social Responsibility</b>  |                  |    |                   |  |
| <b>Description</b>        | In this unit, students will analyze the purpose a corporation should serve in society, as well as identify the social responsibility of that business. Additionally, students will distinguish between the roles of shareholders and stakeholders, review the elements of a company-centered model for corporate governance and shareholder engagement. Students will explore the relationships of all stakeholders and the executives who manage the business. |                  |    |                   |  |
| <b>Key Assignment</b>     | Students will create a chart that differentiates between shareholders and stakeholders. Included in this chart will be an explanation of the social responsibility for shareholders and the impact of stakeholders on business. In developing this chart, students will present a balanced perspective as well as offer recommendations in order to improve ethical practices for each group.   |                  |    |                   |  |
| <b>Anchor Standards</b>   | 6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.  |                  |    |                   |  |
| <b>Pathway Standards</b>  | C3.5 Identify and analyze ethical and social responsibilities of a successful small business  |                  |    |                   |  |
| <b>Academic Standards</b> |   |                  |    |                   |  |
| <b>Unit Hours</b>         | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 4</b>             | <b>Ethical Theory</b>   |                  |    |                   |  |
| <b>Description</b>        | Students will examine fundamental concepts of morality and its influence on ethics. Students will evaluate the history and study of ethics and three contemporary trends in ethical theories: rights, virtue, and morality. As a result, students will adapt a multi-step, ethical decision-making procedure that serves to resolve ethical issues in business. |                  |    |                   |  |
| <b>Key Assignment</b>     | Student groups will be presented with a pharmaceutical business case study. The student groups will then apply the multi-step ethical decision procedure which will require each to acquire the facts, identify the stakeholders, determine the appropriate actions, consider the consequences, and recommend a sound decision to a panel.                      |                  |    |                   |  |
| <b>Anchor Standards</b>   | 5.1 Identify and ask significant questions that clarify various points of view to solve problems.<br>5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.<br>9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.       |                  |    |                   |  |
| <b>Pathway Standards</b>  | C2.2 Analyze strengths and weaknesses of self in terms of entrepreneurial success.  |                  |    |                   |  |
| <b>Academic Standards</b> |   |                  |    |                   |  |
| <b>Unit Hours</b>         | 20  | <b>Classroom</b> | 20 | <b>Work-Based</b> |  |

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| <b>Unit 5</b>      | <b>Workplace Diversity, Discrimination, and Harassment</b>  |  |  |  |  |
| <b>Description</b> | In this unit, students reflect on laws for hiring and advancement used to create equitable opportunities in the workplace. Students will study Title VII of the Civil Rights Act of 1964 that protects both men and women from sex discrimination in the workplace. Students will |  |  |  |  |

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|                           | catagorize sexual harassment claims as either “quid pro quo” or “hostile work environment”. Students will analyze company diversity goals for hiring and promotion set through diversity policies.  |                  |    |                   |  |
| <b>Key Assignment</b>     | Students will create a company brochure informing staff of 3 company policies addressing the following workplace issues: diversity, discrimination and harassment prevention. In the brochure, students will present each company policy, a specific business operation, and its impact on workers and the workplace. Additionally, students will relate each policy to a Supreme Court ruling in order to demonstrate its foundation in the law. |                  |    |                   |  |
| <b>Anchor Standards</b>   | 8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Marketing, Sales, and Services industry sector.<br>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.   |                  |    |                   |  |
| <b>Pathway Standards</b>  | C11.4 Understand policies and laws regarding harassment, nondiscrimination, and safety.   |                  |    |                   |  |
| <b>Academic Standards</b> |   |                  |    |                   |  |
| <b>Unit Hours</b>         | 20  | <b>Classroom</b> | 20 | <b>Work-Based</b> |  |

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| <b>Unit 6</b>             | <b>Employee Legal Rights and Responsibilities</b>  |                  |    |                   |  |
| <b>Description</b>        | In this unit, students will interpret the “employment at will” principle in the United States, due process, and laws established to protect workers. Students will scrutinize the regulation of workplace risks for employee health and safety on the job as well as regulatory agencies and their scope. Students will judge moral principles for respecting people.  |                  |    |                   |  |
| <b>Key Assignment</b>     | In groups, students will be assigned 1 of 6 employee situations/issues to evaluate: outsourcing, sexism, off duty, firings, manufacturing, safety. Students will then develop an ethical decision on how the company should proceed which also respects the rights of employees in the workplace. Students will detail the decision, how it will impact workers, and rationalize why this is the best course of action for the company. The solution may be presented as a role play, a digital slide deck, or a presentation.         |                  |    |                   |  |
| <b>Anchor Standards</b>   | 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.<br>3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.<br>6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.<br>6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA). |                  |    |                   |  |
| <b>Pathway Standards</b>  | C3.1 Know the risk management principles associated with small-business ownership.   |                  |    |                   |  |
| <b>Academic Standards</b> |  |                  |    |                   |  |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 7</b>             | <b>Marketing Ethics for Products, Pricing, and Advertising</b>   |                  |    |                   |  |
| <b>Description</b>        | Students will be introduced to general marketing concepts and how companies utilize marketing to increase their customer base and drive profits. Students will study the influence marketing messages have on vulnerable populations and consider the business ethics surrounding perceived product claims, competitive pricing strategies, product packaging, and advertising messages for consumers. Students will research regulation related to marketing and deceptive practices. |                  |    |                   |  |
| <b>Key Assignment</b>     | Groups will select a product that has been advertised to provide an evaluation of its marketing practices. The analysis will include the product information, the target market, and 1-3 versions of the marketing message. Additionally, students will provide an analysis of possible deceptive messaging/marketing related to the product and product safety. The analysis will be accompanied by the ethical responsibility of the company regarding its product.                  |                  |    |                   |  |
| <b>Anchor Standards</b>   | 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.<br>8.3 Demonstrate ethical and legal practices consistent with Marketing, Sales, and Services sector workplace standards.  |                  |    |                   |  |
| <b>Pathway Standards</b>  | C3.5 Identify and analyze ethical and social responsibilities of a successful small business.  |                  |    |                   |  |
| <b>Academic Standards</b> |  |                  |    |                   |  |
| <b>Unit Hours</b>         | 20   | <b>Classroom</b> | 20 | <b>Work-Based</b> |  |

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| <b>Unit 8</b>             | <b>Management, Leadership and Governing</b>  |                  |    |                   |  |
| <b>Description</b>        | Students will study ethical culture and consider how managers should lead their organization responsibly. Students will identify and analyze essential ethical characteristics of a good leader and how those characteristics translate to ethical leadership practices. Students will describe business governance by the board of directors and list the responsibilities of each board member. Additionally, students will compare opposing perspectives on the impact of whistleblowers in an organization.  |                  |    |                   |  |
| <b>Key Assignment</b>     | Groups will conduct a case study on a business or a manager's conduct to judge the ethical nature of the organizational culture, its leadership, governance, and/or whistleblowing actions, including the handling of the whistleblower and/or the accusation(s) of the whistleblower. Examples of case studies include the corporate culture of Wells Fargo or the acquisition of Merrill Lynch by Bank of America. When evaluating the ethical nature of each category, students should specifically identify an action or behavior when making a determination. |                  |    |                   |  |
| <b>Anchor Standards</b>   | 7.6 Demonstrate knowledge and practice of responsible financial management.<br>8.6 Analyze organizational culture and practices within the workplace environment.  |                  |    |                   |  |
| <b>Pathway Standards</b>  | C5.3 Compare and contrast leadership styles and characteristics.   |                  |    |                   |  |
| <b>Academic Standards</b> |  |                  |    |                   |  |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 9</b>             | <b>Ethical Issues in International Business</b>   |                  |    |                   |  |
| <b>Description</b>        | Students will analyze global values and business practices. Students will identify the role of a corporation in business ethics. Students will gain awareness of global ethical issues, how those issues impact business, and how ethical businesses address those issues.  |                  |    |                   |  |
| <b>Key Assignment</b>     | Students will research an international retail chain and present the ethical issues it faces. The issues will relate to human rights, corruption, United States laws, and/or supply chain implications for a specific country the business is located in. Students will discuss how the international retail chain responded to those issues. Additionally, students should evaluate whether the business responded ethically, and if not, offer a recommendation which would result in an ethical outcome. |                  |    |                   |  |
| <b>Anchor Standards</b>   | 7.8 Explore issues of global significance and document the impact on the Marketing, Sales, and Services sector.<br>9.5 Understand that the modern world is an international community and requires an expanded global view.   |                  |    |                   |  |
| <b>Pathway Standards</b>  | C1.6 Explore the impact of cultural and social environments on global trade.  |                  |    |                   |  |
| <b>Academic Standards</b> |   |                  |    |                   |  |
| <b>Unit Hours</b>         | 15  | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 10</b>            | <b>Environmental Sustainability</b>  |                  |    |                   |  |
| <b>Description</b>        | Students will define environmental sustainability and describe how it relates to ethical decision making and social responsibility of businesses. Students will examine sources of alternative energy sources and industries in the United States use each (i.e., wind, geothermal, solar, nuclear, biofuels, and hydropower). Students will also research regulation related to the environment, alternative energy sources, and ethical business practices.  |                  |    |                   |  |
| <b>Key Assignment</b>     | In small groups, students will select a construction or automotive business in order to prepare a strategic plan discussing the intention to proactively reduce their impact on the environment. They will include current practices which have negatively impacted the environment and how, steps required to change course, and a timeline detailing when each step will be implemented. The timeline should present a 5-10 year span. Additionally, students will present their plan to the class. The class will act as a board of directors seeking to address the environmental impact of their business and who will vote to approve or veto their plan |                  |    |                   |  |
| <b>Anchor Standards</b>   | 7.8 Explore issues of global significance and document the impact on the Marketing, Sales, and Services sector.  |                  |    |                   |  |
| <b>Pathway Standards</b>  | C3.5 Identify and analyze ethical and social responsibilities of a successful small business.  |                  |    |                   |  |
| <b>Academic Standards</b> |  |                  |    |                   |  |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |

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| <b>Unit 11</b>            | <b>RCOE College and Career Transition Plan (CTTP)</b>  |                  |    |                   |  |
| <b>Description</b>        | This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing. |                  |    |                   |  |
| <b>Key Assignment</b>     | <p>RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews.</p> <p>Financial Literacy: This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement.</p>  |                  |    |                   |  |
| <b>Anchor Standards</b>   | <p>Communications: 2.3, 2.4<br/> Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9<br/> Technology: 4.1<br/> Problem Solving and Critical Thinking: 5.4<br/> Responsibility and Flexibility: 7.6</p>   |                  |    |                   |  |
| <b>Pathway Standards</b>  |  |                  |    |                   |  |
| <b>Academic Standards</b> |  |                  |    |                   |  |
| <b>Unit Hours</b>         | 15   | <b>Classroom</b> | 15 | <b>Work-Based</b> |  |