

# 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 Business Ethics in Marketing</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><input type="checkbox"/> MS<br><input type="checkbox"/> HS<br><input type="checkbox"/> 5<br><input type="checkbox"/> 6<br><input type="checkbox"/> 7<br><input type="checkbox"/> 8<br><input type="checkbox"/> 9<br><input type="checkbox"/> 10<br><input checked="" type="checkbox"/> 11<br><input checked="" type="checkbox"/> 12 |
| <b>If revised previous course name if changed</b><br><div style="border: 1px solid black; height: 20px; width: 100%;"></div>   | <b>Is this classified as a Career Technical Education course?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br><b><u>PATHWAY: Business Management</u></b><br><b><u>CONCENTRATOR</u></b>  |   |
| <b>Transcript Course Code/Number:</b><br><div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)  | <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</u> for PUHSD?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No<br>(Will be verified by Ed Services) | <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 Ed: Finance and Business</i><br/> <i>Single Subject: BUSINESS</i><br/> <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Nick Hilton</i><br/> <b>Signature</b> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;">           03 / 18 / 2021<br/> <b>Date</b> </div> </div> |   |
| <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  |   |
| <b>Submitted by: Dian Martin</b><br><b>Site: Educational Services</b><br><b>Date: 03/02/2021</b>   | <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>Approvals</b>   | <b>Name/Signature</b>  | <b>Date</b>   |
| Director of Curriculum & Instruction   |  | 3/23/2021   |
| Asst. Superintendent of Educational Services   |  |   |
| Governing Board  |  |   |



Riverside County Office of Education – Career Technical Education

**RCOE BUSINESS ETHICS IN MARKETING**

**DATE:**

**INDUSTRY SECTOR:** Business and Finance Sector

**PATHWAY:** Business Management

**CALPADS TITLE:** Intermediate Business Management Technologies (Concentrator)

**CALPADS CODE:** 7411

**HOURS:**

| Total | Classroom | Laboratory/CC/CVE |
|-------|-----------|-------------------|
| 180   | 90        | 90                |

| JOB TITLE           | O*NET CODE | JOB TITLE                       | O*NET CODE |
|---------------------|------------|---------------------------------|------------|
| Marketing Managers  | 11-2021.00 | General and Operations Managers | 11-1021.00 |
| Managers, All Other | 11-9199.00 | Sales Managers                  | 11-2022.00 |

**COURSE DESCRIPTION:**

The Business Ethics in Marketing course will provide students with an understanding of ethical practices within a business setting via Common Core-based learning and assessments. Students will engage the course content by utilizing critical thinking and analysis to critique marketing principles, organizational approaches, and leadership methodology. Students will apply new knowledge and mastery to historical business scenarios and propose solutions to unethical behavior. While emphasizing marketing and business theory, this course will reinforce academic foundational skills in English, economics, and social sciences.

**A-G APPROVAL:** G

**ARTICULATION:** None

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

| Prerequisite |
|--------------|
| None         |

## **METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

## **STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

## **INDUSTRY CERTIFICATION:**

- None

## **RECOMMENDED TEXTS:**

- Leadership, Theory and Practice (7th Edition) Peter G. Northouse Sage Publishing
- Marketing Essentials (2012) Lois Schneider Farese, Grady Kimbrell, Carl A. Woloszyk McGraw Hill Education
- An Introduction to Business Ethics (5th Edition) Joseph DesJardins McGraw Hill Education

## **PROGRAM OF STUDY:**

- None identified

| I.  | INTRODUCTION TO MARKETING   | CR | Lab/<br>CC | Standards   |
|-----|---|----|------------|---|
|     | <p>This unit centers on business principles such as markets, marketing, the marketing mix, and the marketing concept. This foundational knowledge will identify the relationship between the consumer, the company, and profitability.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ul style="list-style-type: none"> <li>• Delineate between the market and marketing. Apply the elements of the marketing mix.</li> <li>• Examine the importance of the marketing concept.</li> <li>• Create a new magazine for a target market (key assignment).</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> In small groups, students will create a new magazine targeting a specific demographic. The magazine will include cover design, a cover story, two supplementary stories, and three advertisers (two corporate/national and one local). Each element must reflect the interests and characteristics of the target market. The process of assignment completion will include:</p> <p><b>Part 1: Data and Rational Report (APA or MLA Formatted)</b></p> <ul style="list-style-type: none"> <li>• Research a city for demographic properties.</li> <li>• Rationalize the selection of a target market (includes specifying target characteristics – i.e. age, income, marital status, etc...).</li> </ul> <p><b>*Note:</b> The following elements must be aligned with the target market.</p> <ul style="list-style-type: none"> <li>• Identify a magazine name and theme that will dictate the magazine's contents.</li> <li>• Identify a cover person who exemplifies qualities, characteristics and/or lifestyles, which reflect those of the target market.</li> <li>• Write a 300-word cover story regarding the cover person.</li> <li>• Write two 150-word supplementary stories not related to the cover person.</li> <li>• Select three magazine advertisers (two national and one local). List the specific products of each advertiser that will be marketed in the magazine. Also, justify the link between the product and the target market (why would they be interested).</li> </ul> <p><b>Part 2: Presentation</b></p> <p>Create a presentation (i.e. Prezi, PowerPoint) illustrating a mock-up of the new magazine. The group will present the magazine to the class and discuss why each decision was made regarding the magazine's creation.</p> <p><b>Key Assignment Assessment:</b> Three Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the paper and the group presentation in class.</p> <p><b>Peer:</b> Critique the links between the target market and the new magazine's elements.</p> <p><b>Industry Partners:</b> Evaluate the group's presentation to determine whether it could be a viable publication.</p> | 12 | 13         | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Problem Solving and Critical Thinking: 5.2</p> <p><b>CTE Pathway:</b><br/>A9.5</p> |
| II. | INTRODUCTION TO ETHICS  | CR | Lab/<br>CC | Standards   |
|     | <p>This unit will focus on introductory ethical concepts including ethics, morals, values, the law, and ethos. These preparatory elements will serve as the foundation for delineating between ethical and unethical practices.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ul style="list-style-type: none"> <li>• Define ethics.</li> <li>• Differentiate between types of ethics (i.e. utilitarian, deontological,</li> </ul>   | 13 | 12         | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Health and Safety: 6.4</p> <p><b>CTE Pathway:</b><br/>A2.2</p>                     |

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| <p>principle-based, value).</p> <ul style="list-style-type: none"> <li>• Research the impact of historical ethical issues.</li> <li>• Recommend solutions for ethical issues within a scenario.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Individually or in a pairs, students will facilitate a class discussion analyzing a historical ethical issue. Leading The seminar will consist of:</p> <p><b>Part 1: Preparation</b></p> <ul style="list-style-type: none"> <li>• Research a historical issue.</li> <li>• Prepare a short data sheet regarding the issue for discussion participants (i.e. dates, people involved, the issue, its impact, solutions, etc...).</li> <li>• Develop 6-10 open-ended questions, which will facilitate the discussion.</li> </ul> <p><b>*Note:</b> The discussion should touch on the causes and impact of the issue as well as appraising solutions, both actual and proposed by the group.</p> <p><b>Part 2: Discussion</b></p> <ul style="list-style-type: none"> <li>• After providing the data sheet to participants and allowing time for review, the students will facilitate the discussion.</li> </ul> <p><b>Part 3: Reflection Paper (APA or MLA Formatted)</b></p> <ul style="list-style-type: none"> <li>• Students will prepare a 2-3 page paper reflecting on the discussion. The reflection will include the student's assessment of the class' solutions to the issue. Two examples from the discussion will be cited. The student will determine whether the discussion participants leaned towards ethical or unethical positions. If unethical, predict what may have contributed to that position.</li> </ul> <p><b>Key Assignment Assessment:</b> Three Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the data sheet, open-ended questions, the discussion (including engagement), and the reflection.</p> <p><b>English Faculty:</b> Evaluate the effectiveness of the facilitators.</p> <p><b>Social Science Faculty:</b> Appraise the solutions of the class to determine whether each is historically sound.</p> |                  |                      |   |
| <p><b>III. ETHICAL DECISION-MAKING</b></p>   | <p><b>CR</b></p> | <p><b>Lab/CC</b></p> | <p><b>Standards</b></p>   |
| <p>This unit considers the process of making ethical decisions. These concepts will familiarize students with the factors that inform the ethical decisions of individuals or groups.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ul style="list-style-type: none"> <li>• List the steps to the ethical decision-making process.</li> <li>• Explore the role of opportunity in the ethical decision-making process. Categorize normative considerations.</li> <li>• Research the role of institutions in normative decision-making.</li> <li>• Argue the role of principles and core values to the ethical decision-making process.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will debate the ethical dilemmas as presented by Shirley Jackson's "The Lottery" (1948). The debate will be conducted through a Socratic seminar and an online discussion board.</p> <p><b>Part 1: Position Paper (APA or MLA Formatted)</b></p> <ul style="list-style-type: none"> <li>• Read the short story (close reading).</li> <li>• Complete a 2-3 page position paper discussing two ethical issues that arise from the text and the principles influencing the characters'</li> </ul>  | <p>13</p>        | <p>12</p>            | <p><b>Academic:</b><br/>LS: 11.1<br/><b>CTE Anchor:</b><br/>Ethics and Legal Responsibilities:<br/>8.4<br/><b>CTE Pathway:</b><br/>A3.3</p> |

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|            | <p>decisions. Students will also discuss alternatives decisions and the potential outcomes resulting from the alternatives.</p> <ul style="list-style-type: none"> <li>• A minimum of two scholarly sources will be cited.</li> </ul> <p><b>Part 2: Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>• Conduct a Socratic seminar discussing the issues of the short story.</li> </ul> <p><b>Part 3: Online Discussion Board</b></p> <ul style="list-style-type: none"> <li>• Upon completing the seminar, students will utilize the discussion board to post-closing thoughts.</li> <li>• The discussion board topics will be limited to articulating a position not already discussed in the seminar or responding to an opposing position.</li> <li>• Students will complete one original post (minimum of 200 words) and respond to two classmates' original post critiquing the ethics of the position (minimum of 100 words).</li> </ul> <p><b>Key Assignment Assessment:</b> Three Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the position paper, discussion participation, and the discussion board post and responses.</p> <p><b>Peer:</b> Evaluate the ethical decision-making process of their classmates (responding to original posts).</p> <p><b>Economics Faculty:</b> Appraise the students' views and understanding of the traditional economy and its characteristics as presented in "The Lottery."</p>  |           |                    |   |
| <b>IV.</b> | <b>ETHICS IN BUSINESS</b>  | <b>CR</b> | <b>Lab/<br/>CC</b> | <b>Standards</b>  |
|            | <p>This unit focuses on the ethics involved in a business setting including corporate culture, social responsibility, and legal compliance. Students will understand the steps of creating and managing an ethical corporate culture.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ul style="list-style-type: none"> <li>• Define the classical and stakeholder models of corporate social responsibility.</li> <li>• Describe corporate culture, its formation, and characteristics.</li> <li>• Examine the types of reporting mechanisms used to uphold an ethical corporate environment.</li> <li>• Evaluate the role of assessment, monitoring, and auditing of the culture and ethics program.</li> </ul> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will debate the merits of a "love" or "fear" corporate culture.</p> <p><b>Part 1: Defense Paper</b> (APA or MLA formatted)</p> <ul style="list-style-type: none"> <li>• Students will read chapter 17 of Niccolo Machiavelli's <i>The Prince</i> (1532).</li> <li>• Upon completing the reading, students will prepare a 1-2 page response to the prompt: "As a leader, is it better to be loved or feared?"</li> </ul> <p><b>*Note:</b> Love or fear are the only options; students cannot propose a mixed view.</p> <p>The defense will include an explanation of how the chosen corporate culture would benefit efficiency and success. Additionally, students will offer a rebuttal to the opposing position.</p> <p>A minimum of two quotes from the text will be cited.</p> <p><b>Part 2: Debate</b></p> <ul style="list-style-type: none"> <li>• Students will participate in a debate arguing the merits of a "love" or "fear" corporate culture.</li> </ul> <p><b>Key Assignment Assessment:</b> Two Modes:</p> | 12        | 13                 | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1, 2.2</p> <p><b>CTE Pathway:</b><br/>A4.3, A4.4, A9.3</p> |



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|            | <p><b>Instructor:</b> Using a rubric, grade the defense paper and discussion participation.</p> <p><b>Industry Partner:</b> Judge the psychological effects of the chosen corporate culture (how would either view affect the workplace morale).</p>  |           |               |   |
| <b>V.</b>  | <b>ETHICS IN MARKETING</b>  | <b>CR</b> | <b>Lab/CC</b> | <b>Standards</b>  |
|            | <p>This unit centers on the examination of ethical and unethical marketing practices. Students will gain knowledge in identifying practices that are harmful to the consumer and the company. Students will create solutions to ethical issues arising from marketing and promotion.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ol style="list-style-type: none"> <li>1. Categorize different types of ethical issues related to marketing.</li> <li>2. Explain the ethical analysis of product liability and product safety.</li> <li>3. Evaluate the impact of the regulatory standards governing advertising.</li> <li>4. Analyze the ethics of target marketing.</li> </ol> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will create a Public Service Announcement (PSA) for the Ad Council regarding the dangers of predatory lending.</p> <p><b>Part 1: Preparation</b></p> <ul style="list-style-type: none"> <li>• In groups of four, students will research a specific type of predatory lending practice as well as identify the target market of the practice.</li> <li>• The PSA will contain four elements:</li> </ul> <p>*An explanation of the predatory lending practice.</p> <p>*Who does the practice target?</p> <p>*The consequences of the practice on the public (what happens to the people).</p> <p>*Counseling solutions for people affected by the practices as well as how to report companies using the predatory practices.</p> <p><b>Part 2: Filming</b></p> <ul style="list-style-type: none"> <li>• Students will film the PSA – all students must appear in the commercial.</li> </ul> <p><b>Part 3: Presentation</b></p> <ul style="list-style-type: none"> <li>• The group will present their PSA to the class.</li> <li>• At the conclusion, the group will field questions from the class.</li> </ul> <p><b>Key Assignment Assessment:</b> Three Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the PSA, the individual group member's participation in the development of the PSA, and the presentation facilitation.</p> <p><b>Peer:</b> During the presentation, students can evaluate the elements of the PSA as well as its creativity. <b>Industry Partner (Chamber of Commerce members):</b> Judge the informative elements of the PSA.</p> | 10        | 10            | <p><b>Academic:</b><br/>LS: 11.1<br/>F-IF: 5</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1, 2.2</p> <p><b>CTE Pathway:</b><br/>A8.1</p> |
| <b>VI.</b> | <b>DIVERSITY AND DISCRIMINATION</b>   | <b>CR</b> | <b>Lab/CC</b> | <b>Standards</b>  |
|            | <p>This unit is concerned with the ethical issues that arise in the workplace, such as discrimination and sexual harassment. Students can apply the knowledge to understand how to identify and solve problems in the workplace.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ol style="list-style-type: none"> <li>1. List ethical issues related to having a diverse workforce.</li> <li>2. Distinguish between equal opportunity, affirmative action, and preferential treatment.</li> </ol>   | 10        | 10            | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A9.5</p>                  |

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|             | <p>3. Examine the ethical arguments for and against preferential treatment in the workplace.</p> <p>4. Examine the issue of workplace sexual harassment. Develop an employee manual.</p> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will prepare a new employee manual discussing expected behaviors regarding the workplace. The APA or MLA formatted paper will cover five elements:</p> <ul style="list-style-type: none"> <li>• A welcome statement including, but not limited to, discussing the company's mission statement and the importance of collaboration (100-150 words).</li> <li>• Safety policies, practices, and requirements (150-200 words).</li> <li>• Sexual Harassment policy including but not limited to, defining sexual harassment and discussing fraternization (150-200 words).</li> <li>• Theft and Loss Prevention including, but not limited to, identifying existing measures (150-200 words).</li> <li>• Warnings and Consequences, which highlights the penalties associated with infractions (150-200 words).</li> </ul> <p><b>Key Assignment Assessment:</b> Two Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the employee manual.</p> <p><b>Industry Partners (Human Resources Director):</b> Evaluate the legality of the employee manual.</p>  |           |               |   |
| <b>VII.</b> | <b>ETHICS IN LEADERSHIP</b>   | <b>CR</b> | <b>Lab/CC</b> | <b>Standards</b>  |
|             | <p>This unit will identify ethical leadership practices while also presenting various leadership approaches. The information will provide insight into personal leadership styles as well as how to function ethically in the position.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between leadership and management.</li> <li>2. Classify the five bases of power.</li> <li>3. Analyze the qualities, strengths, and criticisms of leadership theory (i.e. Trait, Skills, Style, Situational, Path-Goal, Transformational, Servant, and Psychodynamic).</li> <li>4. Examine the impact of culture on leadership.</li> <li>5. Compose a leadership profile of a historical figure.</li> </ol> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will compose a 4-6 page (APA or MLA formatted) leadership profile on a historical figure. The paper will discuss the basis for selecting the figure, a biography, and the identification of the historical figure's leadership approach. Students will rationalize their decision for identifying the specific leadership approach.</p> <p>Furthermore, students will locate two ethical dilemmas the figure faced, the principles informing the figure's decision-making, and the outcome and impact of their decision. Lastly, students will identify an alternative leadership approach better suited for a more ethical outcome in the decision-making for the dilemmas in question.</p> <p>A minimum of four scholarly sources will be cited.</p> <p><b>Key Assignment Assessment:</b> Two Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the position paper, discussion participation, and the discussion board post and responses.</p> <p><b>Social Science Faculty:</b> Assess the accuracy and historical plausibility of the leadership profiles.</p> | 10        | 10            | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1, 2.2<br/>Career Planning and Management:<br/>3.1</p> <p><b>CTE Pathway:</b><br/>A7.1, A7.4, A9.1</p> |



| VIII. | GLOBALIZATION AND THE ROLE OF ETHICS  | CR | Lab/<br>CC | Standards   |
|-------|---|----|------------|---|
|       | <p>This unit will relate the impact of globalization on business and the economy. These concepts will clarify common global business practices as well as global ethical issues.</p> <p><b>Student Learning Outcome (TLW):</b></p> <ol style="list-style-type: none"> <li>1. List ethical issues associated with globalization.</li> <li>2. Explain ethical relativism in a global setting.</li> <li>3. Judge the role of business and ethical responsibilities in an increasingly global economy.</li> <li>4. Explore the application of human rights to international business.</li> </ol> <p><b>Unit Assignment(s):</b></p> <p><b>Key Assignment:</b> Students will argue for ethical business practices when conducting business in a foreign country. In a 3-5 page (APA or MLA formatted) paper, students will dispute the notion of "When in Rome, do as the Romans do." The following prompts will guide the paper's development:</p> <ul style="list-style-type: none"> <li>• Do you believe that a business should conform to the business and cultural practices of the countries in which they operate or should they remain true to the values of their home countries? – <b>Example:</b> If bribery is acceptable, should it be adopted as a practice?</li> <li>• To what degree should American countries be held responsible for the actions of their foreign partnerships? – <b>Example:</b> Manufacturing plant in a foreign country shackles its workers to their workstations or child labor violations.</li> <li>• How, if at all, are consumers responsible for the way workers are treated in manufacturing plants that manufacture the products they buy? Would you be less willing to purchase a product (ex g: cell phone, video game system, luxury bag) if you learned about the exploitation of the worker by the manufacturing plants and companies (ex eg: 80 hour work weeks).</li> <li>• Students will research and cite at least one story which illustrates the outcomes of unethical, international business practices in the development of their paper.</li> <li>• A minimum of four scholarly sources will be cited.</li> </ul> <p><b>Key Assignment Assessment:</b> Two Modes:</p> <p><b>Instructor:</b> Using a rubric, grade the paper.</p> <p><b>Industry Partners:</b> Critique the paper to determine whether the views expressed are reflecting on ethical international practices.</p> | 10 | 10         | <p><b>Academic:</b><br/>LS: 11.1<br/>WH: 10.3, 10.3.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A7.5</p> |
| IX.   | COURSE NOTES:   | CR | Lab/<br>CC | Standards   |
|       | <p><b>Course Notes:</b></p> <p>3/25/19 – Added to CTE shared drive – John Bruestle</p>  | 0  | 0          | <p><b>Academic:</b><br/>LS: 11.1</p> <p><b>CTE Anchor:</b><br/>Communications:<br/>2.1</p> <p><b>CTE Pathway:</b><br/>A1.1</p>                      |

**Entered by:**

District: Riverside County Office of Education  
Contact: RCOE CAREER TECHNICAL EDUCATION UNIT  
Phone: 951-826-6313

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