

TOWNSHIP OF UNION PUBLIC SCHOOLS



Business Ethics
Updated December 18, 2018

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 the formulation of 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.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

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.

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

Recommended Resources

Goree, Keith. *Ethics in the Workplace, Second Edition*. Mason, Ohio, South Western.2007.

Johnson, E. Craig. *Ethics in the Workplace: Tools and Tactics for Organizational Transformation*. Thousand Oaks, California, SAGE Publications 2007.

TIME

BUSINESS ETHICS

NEWSWEEK

PEOPLE

ETHISPHERE

Curriculum Units

Unit 1: Foundations of Ethics

Unit 2: Personal Ethical Development

Unit 3: Critical Thinking in Ethics

Unit 4: Workplace Ethics

Pacing Guide- Course

Content

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

New Jersey Student Learning Standards

21st Century Life and Careers

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Unit 1: Foundations of Ethics

Unit 1 introduces the topic of ethics as it relates to everyday life of students. It gives examples of scenarios that young people might encounter as they go about their day-to-day activities. Students are given the opportunity to understand that ethical situations are all around them. They will also get a chance to examine where their ethics and morals come from.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is Ethics? • Where do our moral values come from? • What type of conduct is considered right and wrong? • What does it mean to engage in thoughtful ethical discourse? • What are the essential ethical principles that individuals should live by? • Do right or wrong really exist? 	<ul style="list-style-type: none"> • Explain basic ethical terms and concepts. • Define morals and values. • Describe the importance and influence of culture and values on ethical decision-making. • Evaluate several sources of ethical beliefs. • Explain what makes ethics different from other standards of behavior. 	<ul style="list-style-type: none"> • Take a look at some ethical issues and explain their reasoning for agreeing or disagreeing with them. • Interview other students to find out where they get their moral values from. • Work in groups to come up with some ethical issues concerning their age group and possible solutions. • Decide on their beliefs regarding relativism and legalism. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

<ul style="list-style-type: none">• What major sources of beliefs do individuals consider when making ethical decisions?	<ul style="list-style-type: none">• Differentiate between relativism and legalism.• Evaluate the role of		
	<p>consequences in ethical decision making.</p> <ul style="list-style-type: none">• Explain the concept of human rights.• Define and explain moral duties.• Discuss the concept of moral virtues.		

Unit 2: Personal Ethical Development

Unit 2 explores the different components needed to be consistent when it comes to making ethical decision. Students get the opportunity to see the different stages of the moral development.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none">• What components can be used to display consistent ethical behavior?• What steps can be taken to develop more ethically mature?• What opposing forces are at work when individuals start the process of ethical maturity?• How does one get to the highest level of moral development?	<ul style="list-style-type: none">• Explain the components of consistent ethical behavior.• Describe the stages in the Justice Model of personal ethical development.• Discuss the steps in the Caring Model of personal ethical development.• Explain the roles of the opposing forces that help determine a person's ethical development.	<ul style="list-style-type: none">• Create a poster to represent all terms and concepts presented.• Answer questions regarding ethical situations using good reasoning.• Write reactions to movies with many ethical issues and apply all terms and concepts that are relevant.	<ul style="list-style-type: none">• Complete end of chapter questions.• All projects and critical thinking activities are completed.• Quizzes on information learned.• Final mastery test on unit.• Projects and oral presentations.

Unit 3: Critical Thinking in Ethics

Unit 3 pushes student to think at a higher level, by allowing them to utilize critical thinking to arrive at decisions. This unit takes a look at different fallacies often used in societies to dispute others. Students will learn about structured approaches used in order to arrive at a just decision.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Why is critical thinking essential in making ethical decisions? • Why are fallacies often used in arguments? • Which fallacies are often used in today's society? • What are the steps to making ethical decisions? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Work with partners to think critically about some ethical issue concerning society. • Create a news article to accompany a caption less photo using relevant ethical terms and concepts. • Work with partners to investigate eminent domain cases and write reports about findings. • Decide which stage of the JUSTICE model they currently are and come up with ways to mature more ethically. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

Unit 4: Workplace Ethics

Unit 4 takes an in-depth look at different ethical situations in the workplace. Students will get the chance to explore the different issues that might come up in the workplace and how to ethically resolve those issues.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What is business ethics? What are some ethical issues that exist in today's workplace? • What is advertising? • What is false advertising? • Why is puffery allowed by the government? • How does telemarketing become a cost to the consumer? • What is code of ethics? 	<ul style="list-style-type: none"> • Define business ethics. • Interpret and evaluate the negative/positive effect of business ethics. • State assumptions about the relationships between ethics and success in business. • Define advertising. • Explain what constitutes false advertising. • Identify and explain common ethical problems in 	<ul style="list-style-type: none"> • Use the internet to find examples of false advertisements and write a brief explanation as to why they believe these ads are false. • Work with partners to come up with some possible ethical issues that may arise in the workplace. • Bring in examples of puffery in advertising. • Use the internet to research laws about advertising to children. • Create a code of ethics for a chosen industry. • Role-play proper sales techniques. 	<ul style="list-style-type: none"> • Complete end of chapter questions. • All projects and critical thinking activities are completed. • Quizzes on information learned. • Final mastery test on unit. • Projects and oral presentations.

<ul style="list-style-type: none"> • What is the difference between a guarantee and a warrantee? • What laws are in place to protect children from deceptive advertisement? 	<p>advertising.</p> <ul style="list-style-type: none"> • List and explain the advertising code of ethics. • Explore the laws that are in place to protect children from deceptive advertisements. • Define selling. 		
<ul style="list-style-type: none"> • What is selling? • When does a conflict of interest occur in selling situations? • What is a class-action lawsuit? • What are some signs of salespeople who work on commission as oppose to salary? • Why do some companies engage in price gouging? 	<ul style="list-style-type: none"> • Explain the key ethical problems and concerns relevant to the practice of selling • Define conflict of interest. • Identify a variety of principles of honest and ethical selling. • Analyze the important ethical issues common in the workplace environment. 		

Resource Links

- **Chron News Online**
<http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html>
- **EPCC Career Services**
<http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf>
- **The Balance**
<https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/>
- **Society For Human Resource Management**
<https://www.shrm.org/hr-today/news/hr-magazine/pages/0414-ethical-workplace-culture.aspx>
- **Graziado Business Review**
<https://gbr.pepperdine.edu/2010/08/creating-and-sustaining-an-ethical-workplace-culture/>
- **Universal Class**
<https://www.universalclass.com/articles/business/workplace-changes-as-a-result-of-business-ethics.htm>
- **The Nest**
<http://woman.thenest.com/ethical-behavior-workplace-2815.html>
- **Eton Institute**
<https://etoninstitute.com/blog/22-useful-tips-to-be-ethical-in-the-workplace>
- **Triad Research Marketing**
<http://www.triadsearchmarketing.com/what-is-the-relationship-between-critical-thinking-and-ethics/>
- **IDEA**
<http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Developing-ethical-reasoning-and-or-ethical-decision-making>

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- 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.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Understand and use technology systems.	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.
	Select and use applications effectively and productively.	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.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop</i>	

		<i>innovative products and process using technology.</i>	
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12		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.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Advocate and practice safe, legal, and	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or

	responsible use of information and technology.		Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

	Process data and report results.		
Content Area	Technology		
Standard	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Strand	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
9-12	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	Technology
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand		A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		B. Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	The cultural, social, economic and political	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or

	effects of technology.		political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
	Students will be able to understand:		
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
Grade Level bands	Content Statement Students will understand how to:	Indicator	Indicator
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:

a. Chron News Online

<http://smallbusiness.chron.com/workplace-ethics-behavior-5239.html>

b. EPCC Career Services

<http://www.epcc.edu/CareerServices/Presentations/Ethics%20in%20the%20Workplace.pdf>

c. The Balance

<https://www.thebalance.com/did-you-bring-your-ethics-to-work-today-1917741/>

2. English Language Learners:

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.

e. Establish a non-verbal cue to redirect student when not on task.

f. Students may use a bilingual dictionary.

g. Pair Visual Prompts with Verbal Presentations

h. Highlight Key Words & Phrases

3. Special Education/504 Students:

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.
- e. Student may complete assessments in alternate setting when requested.
- f. Establish a non-verbal cue to redirect student when not on task.
- g. Maintain strong teacher / parent communication.
- h. Repetition and practice
- i. Pair Visual Prompts with Verbal Presentations
- j. Check Use of Agenda

4. Gifted and Talented Students:

- a. Use of Higher Level Questioning Techniques
- b. Extension/Challenge Questions
- c. Provide Assessments at a Higher Level of Thinking

Interdisciplinary Connections/Global Perspective:

Content Workplace Readiness Skills/Standards as directed by the Core Curriculum Content Standards are infused into the curriculum.

English: Written reports & projects