



# Gold Seal Lesson

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Ethics in the Workplace</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>XX</i>

### Instructional Focus:

**Listening** - Students listen for a variety of purposes appropriate to the grade level.

**Speaking** - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Reading** - Students read a variety of grade level materials, applying strategies appropriate to various situations.

### Performance Task

1. Divide students into groups of three or four.
2. Assign each group of students one of the following case studies (see Ethics in the Workplace Chart) to read and discuss.
3. Each group should select an alternative to the situation described in the case study and be prepared to discuss their reasoning for selecting that alternative with the class.
4. Other groups should challenge the decision and give appropriate feedback.

### ICLE Essential Skills

Follow oral or written directions. (ela 4)
Identify, collect and/or select pertinent information while reading. (ela 5)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Apply, extend, and expand on information while reading. (ela 46)
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela 48)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

**Scoring Guide:**

	<b>4 Exceptional</b>	<b>3 Admirable</b>	<b>2 Acceptable</b>	<b>1 Amateur</b>
<b>Group Participation</b>	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
<b>Shared Responsibility</b>	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person
<b>Quality of Interaction</b>	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
<b>Roles Within Group</b>	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension Construction meaning	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Debate Discussion Listening	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

## Ethics in the Workplace - Chart

### CASE STUDIES

Case 1: Sharon works as a receptionist at a law office. As receptionist, she is responsible for making copies for the associates. Her son needs some copies for a school project. The company copier does not keep track of copies made by departments.

Case 2: Carol works for a government office. She consistently comes in late by 5 - 10 minutes every day and leaves a few minutes early at the end of the working day. She takes a 15-minute break in the morning and also in the afternoon.

Case 3: Mike and Jose are talking in the coffee shop about the employee benefits program. Mike, who has had some recent financial trouble, explains to Jose how the benefits program has a loophole that will allow him to submit a listing of medical bills and receive some financial assistance based on the listing submitted.

Case 4: Susan is an administrative assistant in the Purchasing Department of her employer. Her good friend, Jon, is competing for a contract with the company. Jon approaches her for advice on preparing the contract application. Susan has access to files that would provide Jon with information to gain an advantage over other competitors.

Case 5: Karen does not have access to a computer at home. She spent time at work sending e-mails to family and friends. She also uses the Internet to shop, placing orders for personal items to be delivered to her home.