



## Philosophy Outreach Project Lesson Plans Guide to Indiana State Standards

If you are looking for lesson plans to address specific Indiana State Standards, please see the table below. All lesson plans can be found on the Philosophy Outreach Project website under resources:

<https://philosophyoutreachproject.azurewebsites.net/>

Grade	Standard	POP Lesson Plan(s)
<b>Grades 9-12</b>	<b>MV.2.3:</b> Analyze nuances in the meaning of words with similar denotations.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>MV.3.3:</b> Interpret figures of speech and the use of colloquial terms (e.g. <i>paradox and idiom</i> ) in context and analyze their role in a text or media product.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>MSL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary, probing questions</i> ) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>MSL.2.2:</b> Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>MSL.2.4:</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>MSL.2.5:</b> Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	<a href="#">Philosophy of Language Lesson Plan</a>



	<p><b>MSL.3.2:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p>
	<p><b>JSL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary, probing questions</i>) to communicate effectively with a variety of sources and audiences and for different purposes.</p>	<p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Philosophy of Art Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p> <p><a href="#">Free Will vs. Determinism Lesson Plan</a></p> <p><a href="#">Implicit Bias Lesson Plan</a></p>
	<p><b>JSL.2.4:</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p> <p><a href="#">Free Will vs. Determinism Lesson Plan</a></p>
	<p><b>ES.1.1:</b> Students describe and defend the appropriate terminology including but not limited to race, ethnicity, culture, cultural practices, bias, implicit bias, and critical consciousness.</p>	<p><a href="#">Identity &amp; Oppression Lesson Plan</a></p>



	<b>ES.1.2:</b> Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
	<b>ES.1.3:</b> Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
	<b>ES.2.3:</b> Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
	<b>ES.2.4:</b> Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
	<b>ES.3.2:</b> Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.	<a href="#">Identity &amp; Oppression Lesson Plan</a> <a href="#">Implicit Bias Lesson Plan</a>
	<b>P.7.6:</b> Explain how stereotypes, prejudice, and discrimination influence behavior.	<a href="#">Identity &amp; Oppression Lesson Plan</a> <a href="#">Implicit Bias Lesson Plan</a>
	<b>S.2.5:</b> Identify culture conflict, cultural similarity, cultural diversity.	<a href="#">Identity &amp; Oppression Lesson Plan</a> <a href="#">Implicit Bias Lesson Plan</a>
	<b>JSL.2.5:</b> Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition	<a href="#">Free Will vs. Determinism Lesson</a>



	to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.	<a href="#">Plan</a>
	<b>VA:Re.7.1.Ia:</b> Hypothesize ways in which art influences perception and understanding of human experiences.	<a href="#">Philosophy of Art Lesson Plan</a>
	<b>VA:Re.7.2.Ia:</b> Analyze how one's understanding of the world is affected by experiencing visual imagery.	<a href="#">Philosophy of Art Lesson Plan</a>
	<b>HS Advanced VA:Re.7.1.IIIa:</b> Analyze how responses to art develop over time based on knowledge of and experience with art and life.	<a href="#">Philosophy of Art Lesson Plan</a>
	<b>VA:Re.7.2.IIa:</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	<a href="#">Philosophy of Art Lesson Plan</a>
	<b>VA:Re8.1.IIIa:</b> Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.	<a href="#">Philosophy of Art Lesson Plan</a>
<b>Grades 9-10</b>	<b>9-10.RL.2.1:</b> Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>9-10.RN.2.1:</b> Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>9-10.RV.1:</b> Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<a href="#">Philosophy of Language Lesson Plan</a> <a href="#">Philosophy of Education Lesson Plan</a>
	<b>9-10.RV.2. 3:</b> Analyze nuances in the meaning of words with similar denotations.	<a href="#">Philosophy of Language Lesson Plan</a>



	<p><b>9-10.SL.1:</b> Listen actively and adjust the use of spoken language (<i>e.g., conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p> <p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Philosophy of Art Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p> <p><a href="#">Free Will vs. Determinism Lesson Plan</a></p> <p><a href="#">Implicit Bias Lesson Plan</a></p>
	<p><b>9-10.SL.2.1:</b> Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p> <p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Philosophy of Art Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p> <p><a href="#">Free Will vs. Determinism Lesson Plan</a></p> <p><a href="#">Implicit Bias Lesson Plan</a></p>



	<p><b>9-10.SL.2.2:</b> Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p>
	<p><b>9-10.SL.2.4:</b> Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p> <p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Philosophy of Art Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p> <p><a href="#">Free Will vs. Determinism Lesson Plan</a></p> <p><a href="#">Implicit Bias Lesson Plan</a></p>
	<p><b>9-10.SL.2.5:</b> Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.</p>	<p><a href="#">Philosophy of Language Lesson Plan</a></p> <p><a href="#">Philosophy of Education Lesson Plan</a></p> <p><a href="#">Philosophy of Art Lesson Plan</a></p> <p><a href="#">Medical Ethics Lesson Plan</a></p> <p><a href="#">Identity &amp; Oppression Lesson Plan</a></p>



		<a href="#">Free Will vs. Determinism Lesson Plan</a>  <a href="#">Implicit Bias Lesson Plan</a>
	<b>9-10.SL.3.2:</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>9-10.SL.4.1:</b> Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>9-10.ML.2.1:</b> Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
	<b>9-10.ML.2.2:</b> Analyze and interpret the changing role of the media in focusing the public's attention on events and informing their opinions on issues.	<a href="#">Identity &amp; Oppression Lesson Plan</a>
<b>Grades 11-12</b>	<b>11-12.RV.1:</b> Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>11-12.RV.2. 3:</b> Analyze nuances in the meaning of words with similar denotations.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>11-12.SL.1:</b> Listen actively and adjust the use of spoken language ( <i>e.g., conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	<a href="#">Philosophy of Language Lesson Plan</a>  <a href="#">Philosophy of Education Lesson Plan</a>



		<a href="#">Philosophy of Art Lesson Plan</a> <a href="#">Medical Ethics Lesson Plan</a> <a href="#">Identity &amp; Oppression Lesson Plan</a> <a href="#">Free Will vs. Determinism Lesson Plan</a>
	<p><b>11-12.SL.2. 1:</b> Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>	<a href="#">Philosophy of Language Lesson Plan</a> <a href="#">Philosophy of Education Lesson Plan</a> <a href="#">Philosophy of Art Lesson Plan</a> <a href="#">Medical Ethics Lesson Plan</a> <a href="#">Identity &amp; Oppression Lesson Plan</a> <a href="#">Free Will vs. Determinism Lesson Plan</a> <a href="#">Implicit Bias Lesson Plan</a>
	<p><b>11-12.SL.2. 2:</b> Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.</p>	<a href="#">Philosophy of Language Lesson Plan</a> <a href="#">Philosophy of Education Lesson Plan</a> <a href="#">Identity &amp; Oppression Lesson Plan</a>





		<a href="#">Philosophy of Art Lesson Plan</a>  <a href="#">Medical Ethics Lesson Plan</a>  <a href="#">Free Will vs. Determinism Lesson Plan</a>  <a href="#">Implicit Bias Lesson Plan</a>
	<p><b>11-12.SL.2. 4:</b> Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<a href="#">Philosophy of Language Lesson Plan</a>  <a href="#">Philosophy of Education Lesson Plan</a>  <a href="#">Philosophy of Art Lesson Plan</a>  <a href="#">Medical Ethics Lesson Plan</a>  <a href="#">Identity &amp; Oppression Lesson Plan</a>  <a href="#">Free Will vs. Determinism Lesson Plan</a>  <a href="#">Implicit Bias Lesson Plan</a>
	<p><b>11-12.SL.2. 5:</b> Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<a href="#">Philosophy of Language Lesson Plan</a>  <a href="#">Philosophy of Education Lesson Plan</a>  <a href="#">Philosophy of Art Lesson Plan</a>



		<a href="#">Medical Ethics Lesson Plan</a>  <a href="#">Free Will vs. Determinism Lesson Plan</a>  <a href="#">Implicit Bias Lesson Plan</a>
	<b>11-12.SL.3. 2:</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone.	<a href="#">Philosophy of Language Lesson Plan</a>
	<b>11-12.ML.1:</b> Critically analyze information found in electronic, print, and mass media used to entertain and transmit culture.	<a href="#">Philosophy of Language Lesson Plan</a>

