AI Ready Skills

Integration in Washington English Language Arts (ELA)

Overview

AI Ready Skills offers a dynamic and standards-aligned approach to teaching English Language Arts through artificial intelligence concepts. It supports Washington State's emphasis on critical thinking, ethical reasoning, media literacy, and digital communication, while engaging students in immersive learning environments like Minecraft Education.

Credential Units Overview

- **Unit 1: Introduction to AI** – What AI is and is not, types of AI, history, and problem-solving.
- **Unit 2: Exploring Data and AI** – Machine learning, data importance, real-world applications.
- **Unit 3: Coding and AI** – Programming for AI, data collection, and algorithm design.
- **Unit 4: Practicing Responsible AI** – Ethics, fairness, bias, and responsible use of AI.

Washington State ELA Standards Alignment

The integration aligns with the Washington State K–12 Learning Standards for ELA, which emphasize:

- **Reading**: Analyze informational texts and case studies related to AI.
- **Writing**: Compose argumentative, explanatory, and narrative texts on AI ethics and applications.
- **Speaking & Listening**: Engage in structured debates and collaborative discussions.
- **Language**: Develop vocabulary and grammar through AI-related writing and analysis.
- **Research & Media Literacy**: Evaluate sources and synthesize findings on AI topics.

Implementation Tips

- This curriculum is suitable for middle school ELA.
- AI Ready Skills uses **Minecraft Education** to create immersive learning environments.
- AI Ready Skills focuses on Human-Centered AI thinking:
    - Begin with human inquiry.
    - Use AI tools to explore and analyze.
    - End with human reflection and insight. This approach ensures ethical, inclusive, and responsible use of AI in classrooms.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

- Connect AI to Real-World Applications:
    - Encourage students to explore how AI affects careers, media, and society.
    - Use case studies and current events to spark discussion.
    - Promote digital citizenship and ethical reasoning.
- Support differentiated instruction:
    - Use student-led pacing for independent learners.
    - Offer teacher-led structure for guided exploration.
    - Include extension activities for advanced learners or remediation.
- Includes formative activities and a capstone credential exam.
- Practice exams and lesson quizzes to help students prepare for the Capstone exam.
- AI Ready Skills is flexible. Customize projects and activities to fit your curriculum. Adjust activity topics to match the material you are covering.
- If you need help getting started, we offer free Certified Educator courses, *Getting Started Guide*, Webinars, and experienced product specialists.
- Utilize instructor resources. Access lesson plans, slide decks, answer keys, and assessments in the AI Ready Skills portal.

AI Ready Skills Integration in ELA – Unit 1

AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 1, Lesson 1: What is Artificial Intelligence?	• Student Notes Worksheet • AI Detectives Activity • AI or Not AI Activity • Reflection Questions Activities	• W.6.1 • RI.6.8 • RI.6.1 • L.6.4 • L.6.7	4 Hours
Unit 1, Lesson 2: History of AI	• Student Notes Worksheet • AI History Timeline	• W.6.2 • RI.6.3 • SL.6.1 • W.6.7	3 Hours
Unit 1, Lesson 3: Types of AI	• AI Brainstorming Activity • Generative AI Activity • Reflection Questions	• W.6.7 • SL.6.4 • W.6.1 • RI.6.1 • L.6.4	5 Hours

© Prodigy Learning | prodigylearning.com | aireadyskills.com

AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 1, Lesson 4: Solving Problems with AI	• AI Problem-Solving Challenge • AI in Daily Life • Student Notes Worksheet	• W.6.2 • RI.6.3 • SL.6.1 • W.6.7 • SL.6.4 • W.6.1	3 Hours

Washington State ELA Standards Alignment

The following standards are practiced through AI Ready Skills activities and credential units:

Unit 1, Lesson 1: What is Artificial Intelligence?

Reading Literature & Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

Language

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.

Lesson 1 Connections to Washington Standards

Lesson Reflections

- Students respond to reflective questions about AI that require them to express opinions and support them with reasoning and examples.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

AI Detectives Activity

- Students ask questions about an AI system and compare its answers with trusted sources. They evaluate which claims are accurate and credible and which are not.
- Students are given four facts, one of which is incorrect. Students demonstrate comprehension and critical thinking.
- The students must identify the false statement and explain their reasoning.

Student Notes Worksheet

- Students define terms such as "Artificial Intelligence," "Algorithm," "Machine Learning," "Neural Networks," and "Turing Test" in the notes worksheet, enhancing academic language and comprehension.

AI or Not AI

- Students evaluate a list of technologies (e.g., Microsoft Word, Siri, Translator App) and determine whether each is AI or not, integrating visual and textual cues.

Unit 1, Lesson 2: History of AI

Reading Literature & Information Text

- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Writing

- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Lesson 2 Connections to Washington Standards

Student Notes Worksheet

- Students define terms in the vocabulary section, demonstrating understanding through written explanations.
- Students take notes on historical milestones such as Alan Turing's 1950 paper and the 1956 Dartmouth Conference, analyzing their significance in the development of AI.

AI History Timeline

- Students form groups and assign roles such as researcher, designer, presenter, and writer, collaborating to build the timeline.
- Students research and include 6–8 key events in AI history, such as the development of ELIZA and Deep Blue, using multiple sources to build their timeline.
- Each student presents at least one event from the timeline to the class, explaining its importance and using visuals or props to support their explanation.

Unit 1, Lesson 3: Types of AI

Reading Literature & Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Language

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.

Speaking and Listening

- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Lesson 3 Connections to Washington Standards

AI Brainstorming Activity

- Students research and brainstorm examples of Narrow AI, General AI, and Super AI, then design inventions based on their findings.
- Students present their AI inventions to the class, explaining what each AI does, why they chose those tasks, and how the AI could help people.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Generative AI Activity

- Students reflect on why generative AI requires specific instructions and explain lessons learned from the video example involving Chicken and the chatbot.
- Students test and revise prompts using generative AI tools, comparing initial and improved responses to learn how prompt quality affects output.
- Students refine prompts and interpret AI responses, learning how phrasing and word choice influence the clarity and relevance of answers.

Reflection Questions

- Students analyze the video content and respond to questions that require them to infer and explain the behavior of generative AI.

Unit 1 Lesson 4: Solving Problems with AI

Reading Literature & Information Text

- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Lesson 4 Connections to Washington Standards

AI Problem-Solving Challenge

- Students choose a problem (e.g., plastic waste, forest fires), brainstorm how AI could solve it, and prepare a presentation explaining their solution.
- Students prepare and deliver a 3–5 minute presentation including problem description, AI solution, and expected outcomes.

AI in Daily Life

- Students complete a table listing AI applications and write a paragraph explaining how AI affects their daily routines.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

- Students identify AI tools and explain their purpose and problem-solving function in a structured table.

Student Notes Worksheet

- Students complete definitions for terms like 'Algorithm', 'Machine Learning', and 'Facial Recognition', and describe how AI processes data and makes decisions. Students take notes as they watch videos or teacher presentations.

AI Ready Skills Integration in ELA – Unit 2

AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 2, Lesson 5: Machine Learning and Data	• Facial Recognition Bias Reflection • Machine Learning Research • Student Notes Worksheet	• RI.6.1 • W.6.1 • W.6.7 • SL.6.4 • L.6.4	7 Hours
Unit 2, Lesson 6: Real-World Applications of AI	• AI-Powered Farm • Healthcare Ethics Debate • AI Script Writing	• SL.6.4 • RI.6.7 • SL.6.1 • W.6.3 • W.6.5	8 Hours

Washington State ELA Standards Alignment

The following standards are practiced through AI Ready Skills activities and credential units:

Unit 2, Lesson 5: Machine Learning and Data

<u>Reading Literature & Informational Text</u>

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<u>Writing</u>

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Speaking and Listening

- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Language

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content.

Lesson 5 Connections to Washington Standards

Facial Recognition Bias Reflection

- Students answer questions such as 'What surprised you most about how facial recognition technology can be biased?' and 'How can biases in facial recognition technology impact different groups of people?'
- Students respond to prompts like 'Why is it important for facial recognition systems to be trained on diverse datasets?' and 'What are some ways we can reduce or eliminate bias in facial recognition systems?'

Machine Learning Research Project

- Students choose an AI application and answer research questions such as 'What are the key technologies and algorithms behind it?' and 'What challenges and ethical considerations are associated with it?'
- Students create slides covering introduction, technical explanation, real-world examples, benefits, challenges, and ethics.

Student Notes Worksheet

- Students answer questions defining terms such as 'Artificial Intelligence', 'Pattern Recognition', 'Algorithm', and 'Machine Learning'.

Unit 2, Lesson 6: Real-World Applications of AI

Reading Literature & Informational Text

- **RI.6.7:** Integrate information presented in different media or formats.

Writing

- **W.6.3:** Write narratives to develop real or imagined experiences or events.
- **W.6.5:** With guidance, develop and strengthen writing by planning, revising, and editing.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Lesson 6 Connections to Washington Standards

AI-Powered Farm

- Students will research, prepare, and deliver a presentation explaining the visual plan of their AI-powered farm design.
- Students use the internet to research and find examples of AI Technologies used in agriculture.

Healthcare Ethics Debate

- Students engage in a structured debate discussing the ethical implications of AI in healthcare.

AI Script Writing

- Students will write a short narrative scene (1–2 paragraphs) starting with the prompt: 'A detective finds a mysterious object...'. Students will enter their scene into an AI tool and ask it to continue the story. Students will then evaluate and revise the AI-generated text to improve originality, clarity, and creativity.

AI Ready Skills Integration in ELA – Unit 3

AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 3, Lesson 7: Coding in AI	• Reflection Questions • Tic Tac Toe Student Activity • Student Notes Worksheet • AI Algorithm Activity	• W.6.4 • SL.6.1 • RI.6.7 • SL.6.4 • W.6.5	5 Hours
Unit 3, Lesson 8: AI Projects	• Reflection Questions • AI Projects Research • Student Notes Worksheet	• W.6.1 • SL.6.4 • RI.6.1	5 Hours

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Washington State ELA Standards Alignment

The following standards are practiced through AI Ready Skills activities and credential units:

Unit 3, Lesson 7: Coding in AI

Reading Literature & Informational Text

- **RI.6.7:** Integrate information presented in different media or formats.

Writing

- **W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.6.5:** With guidance, develop and strengthen writing by planning, revising, and editing.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions.
- **SL.6.4:** Present claims and findings, sequencing ideas logically and using appropriate descriptions.

Lesson 7 Connections to Washington Standards

Lesson 7 Reflection

- Students will reflect on the ethical implications of data use in AI and write responses to questions about data responsibility and bias.
- Students will answer reflection questions about algorithm limitations and applications.

Students Notes Worksheet

- Students will take notes throughout the lesson during videos and teacher presentations. Students will summarize definitions and processes in AI.

AI Algorithm Activity

- Students will demonstrate an understanding of sorting algorithms by conducting a hands-on activity in groups.

Tic Tac Toe Activity

- Students will consider the importance of teamwork in AI development and write a reflection on collaborative experiences and outcomes.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Unit 3, Lesson 8: AI Projects

Reading Literature & Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

Speaking and Listening

- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Lesson 8 Connections to Washington Standards

Lesson 8 Reflection

- Students will reflect on the AI model they chose to research and write responses to questions about its challenges, limitations, and implications.

Water Quality Reflection

- Students respond to reflection questions about water quality, constructing written arguments that support their views with evidence from the lesson and prior knowledge.

AI Projects Research

- Students research AI models using online resources, summarize their findings, prepare visual aids, and present their conclusions to the class, demonstrating coherent communication and use of supporting details.

Students Notes Worksheet

- Students take structured notes during the lesson, identifying key ideas and vocabulary related to AI applications, and citing examples to support their understanding of concepts.

AI Ready Skills Integration in ELA – Unit 4

AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 4, Lesson 9: What is Ethics?	• Reflection Questions • Ethics in AI Case Studies	• W.7.2 • SL.7.1 • RI.7.3 • W.7.7 • W.7.9	6 Hours

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Unit 4, Lesson 10: AI Bias, Fairness and Inclusiveness	• AI Bias and Fairness Comic Strip • AI Bias Detective • Explore Inclusiveness in AI	• RI.6.7 • SL.6.1 • W.6.1 • W.6.7 • SL.6.4	6 Hours
Unit 4, Lesson 11: Privacy and Security	• AI Privacy Poster Campaign • AI Security Breach Case Analysis • Lesson 11 Reflection • Student Notes Worksheet	• W.7.2 • SL.7.1 • RI.7.3 • RI.7.4 • W.7.1 • RI.7.1 • W.7.7	4 Hours
Unit 4, Lesson 12: Reliability and Safety in AI	• AI Safety Guidelines • Build Your Own Reliable AI • Student Notes Worksheet	• W.7.2 • SL.7.4 • RI.7.1	6 Hours
Unit 4, Lesson 13: Transparency and Accountability	• Accountability Scavenger Hunt • Student Notes Worksheet • AI Transparency Debate	• RI.6.1 • W.6.1 • SL.6.1	4 Hours

Washington State ELA Standards Alignment

The following standards are practiced through AI Ready Skills activities and credential units:

Unit 4, Lesson 9: What are Ethics?

<u>Reading Literature & Informational Text</u>

- **RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<u>Writing</u>

- **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

- **W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **W.7.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Lesson 9 Connections to Washington Standards

Reflections

- Students explain principles of AI and ethical impacts, demonstrating their understanding through structured written responses that analyze concepts and provide examples.
- Students participate in Think–Pair–Share activities discussing ethics in AI, engaging in peer conversations and sharing ideas with the class.

Ethics in AI Case Studies

- Students analyze case studies involving AI bias and privacy concerns, identifying how technology decisions affect individuals and societal outcomes.
- Students explore real-life examples of ethical AI and reflect on how ethics apply to technology they use, encouraging inquiry and further investigation.
- Students support their analysis of ethical dilemmas in AI with evidence from the case study scenarios, reflecting on fairness and proposing solutions.

Unit 4, Lesson 10: AI Bias, Fairness, and Inclusiveness

Reading Literature & Informational Text

- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

- **SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

Lesson 10 Connections to Washington Standards

AI Bias and Fairness Comic Strip

- Students choose an AI scenario, develop characters, and conclude with a solution to bias. Students integrate visual storytelling with textual explanations to explore bias in AI.
- Students collaborate in groups to analyze data scenarios and discuss bias. The comic strip combines visual frames and written dialogue to convey understanding.

AI Bias Detective

- Group analysis and class discussion of bias in AI data scenarios.
- Students write and present arguments and solutions about bias and fairness in AI.

Explore Inclusiveness in AI

- Students research and evaluate the inclusiveness of popular AI tools. Students answer questions about who benefits and who is excluded from AI tools.
- Students work in groups to analyze data scenarios containing bias and present proposed solutions to the class.

Unit 4, Lesson 11: Privacy and Security

<u>Reading Literature & Informational Text</u>

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<u>Writing</u>

- **W.7.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.7.7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

<u>Speaking and Listening</u>

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.7.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Lesson 11 Connections to Washington Standards

AI Privacy Poster Campaign

- Students design posters that convey key ideas about AI privacy and security using concise messaging and visuals, demonstrating their ability to organize and communicate information effectively.
- Students participate in a class discussion after displaying posters, sharing ideas and reflecting on the importance of privacy and security in AI.
- Students explore real-world examples of AI privacy and security, propose solutions, and reflect on responsible use, demonstrating research and inquiry skills.

AI Security Breach Case Analysis

- Students analyze real-world AI security breach case studies, identifying causes, impacts, and proposing solutions, demonstrating understanding of interactions between technology and society.
- Students present their group's findings on AI security breaches to the class, using evidence and clear communication to support their claims.

Lesson 11 Reflection

- Students respond to reflection questions about AI privacy and fairness, constructing written arguments supported by reasoning and examples from the lesson.

Student Notes Worksheet

- Students take notes on AI privacy and security concepts, citing examples and vocabulary to support their understanding and analysis.

Unit 4, Lesson 12: Reliability and Security

<u>Reading Literature & Informational Text</u>

- **RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<u>Writing</u>

- **W.7.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

<u>Speaking and Listening</u>

- **SL.7.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

Lesson 12 Connections to Washington Standards

AI Safety Guidelines

- Students research AI safety topics and write a set of guidelines that explain key concepts such as reliability, transparency, and fairness. They organize their ideas under headings and provide examples, demonstrating their ability to convey information clearly.

Build Your Own Reliable AI

- Students design a concept for a reliable AI application and present their design to the class, explaining how it meets reliability components such as accuracy and fairness. They use examples and thought experiments to support their claims.

Student Notes Worksheet

- Students complete structured notes on AI reliability and safety, citing examples from classroom discussions and educational games. They analyze the importance of safety and reliability in AI systems and reflect on real-world applications.

Unit 4, Lesson 13: Transparency and Accountability

Reading Literature & Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

Speaking and Listening

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.

Lesson 13 Connections to Washington Standards

Accountability Scavenger Hunt

- Students answer questions about real-world examples of AI systems, accountability, risks, and propose improvements.

Student Notes Worksheet

- Students take notes throughout the lesson, complete vocabulary definitions, and answer reflection questions about AI ethics.

© Prodigy Learning | prodigylearning.com | aireadyskills.com

AI Transparency Debate

- Students develop arguments, rebuttals, and closing statements in a structured debate format.
- Students engage in group discussions and respond to opposing viewpoints.

© Prodigy Learning | prodigylearning.com | aireadyskills.com