AI Ready Skills

Integration in Washington Social Studies - Social Studies Skills

Overview

AI Ready Skills offers a dynamic and standards-aligned approach to teaching Social Studies-Social Studies Skills 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 Social Studies Skills Standards Alignment

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

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

Implementation Tips

- This curriculum is suitable for middle school Social Studies.
- 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.

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- 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 Social Studies - Social Studies Skills – 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 • AI Is Important Activity • Reflection Questions Activities • Student Vocab Slides • Lesson 1 Quiz	• SS Skills 6-8.3 • SS Skills 6-8.1 • SS Skills 6-8.2 • SS Skills 6-8.4	4 Hours
Unit 1, Lesson 2: History of AI	• Student Notes Worksheet • AI History Timeline	• SSS2.6-8.1 • SSS4.6-8.1 • SSS1.6-8.1	3 Hours

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AI Ready Skills Unit, Lesson	Example Activities	WA Standards Practiced	Instructional Hours
Unit 1, Lesson 3: Types of AI	• AI Brainstorming Activity • Generative AI Activity • Reflection Questions	• SSS2.6-8.1 • SSS3.6-8.1 • SSS1.6-8.1 • SSS2.6-8.2 • SSS2.6-8.1	5 Hours
Unit 1, Lesson 4: Solving Problems with AI	• AI Problem-Solving Challenge • AI in Daily Life • Student Notes Worksheet	• SSS1.6-8.1 • SSS3.6-8.1 • SSS2.6-8.1 • SSS1.6-8.2 • SSS4.6-8.1 • SSS2.6-8.2	3 Hours

Washington State Social Studies - SS Skills Standards Alignment

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

Unit 1, Lesson 1: What is Artificial Intelligence?

- **SS Skills 6-8.1**: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- **SS Skills 6-8.2**: The student understands and applies research skills to investigate and analyze topics and issues.
- **SS Skills 6-8.3**: The student understands and applies critical thinking skills to evaluate information and make informed decisions.
- **SS Skills 6-8.4**: The student understands and applies communication skills to share information and ideas.

Lesson 1 Connections to Washington Standards

Lesson Reflections

- Students reflect on how AI is used in daily life and how it impacts personal decision-making based on activities and videos.

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AI Detectives Activity

- Students analyze the accuracy of AI-generated answers by comparing them to trusted sources.

AI or Not AI Activity

- Students categorize technologies as AI or not AI and justify their choices and reasoning.

AI is Important Student Activity

- Students explore the evolution of products and services before and after AI, describing their impact on society.

Student Vocabulary Slides and Lesson 1 Quiz

- Students define and discuss Artificial Intelligence and Machine Learning.
- Students complete a quiz to demonstrate understanding of AI concepts and applications.

Unit 1, Lesson 2: History of AI

- **SSS2.6-8.1:** Create and use research questions to guide inquiry on an issue or event.
- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

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 create a group timeline with specified roles.
- Students will research and present their findings of AI milestones.
- Students will analyze their timeline and interpret historical moments.

Unit 1, Lesson 3: Types of AI

- SSS1.6-8.2: Evaluate the logic of reasons for a position on an issue or event.
- SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.
- SSS3.6-8.1: Engage in discussion, analyzing multiple viewpoints on public issues.
- SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.

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- SSS2.6-8.2: Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.

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 collaborate, present, and discuss different AI inventions, considering multiple perspectives and potential impacts.

Generative/Predictive AI Activities

- Students reflect on why generative AI requires specific instructions and explain lessons learned from the video example involving Chicken and the chatbot.
- Students use data to make predictions, forming and testing questions about what will happen next.

AI Handshake Algorithm Activity

- Students create, test, and revise algorithms, analyzing evidence from peer feedback to improve clarity and effectiveness.

Reflection Questions

- Students identify key terms and concepts, using them to guide their inquiry and understanding of AI topics.
- Students analyze and revise their prompts, evaluating how changes affect AI responses and the logic behind those changes.

Unit 1 Lesson 4: Solving Problems with AI

- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS3.6-8.1**: Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS1.6-8.2:** Evaluate the logic of reasons for a position on an issue or event.
- **SSS4.6-8.1:** Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.
- **SSS2.6-8.2:** Evaluate the breadth, reliability, and credibility of sources.

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Lesson 4 Connections to Washington Standards

AI Problem-Solving Challenge

- Students work in groups to brainstorm AI solutions, prepare and present findings, and participate in Q&A, considering multiple perspectives.
- Students examine how AI transforms industries, evaluating the logic and evidence for claims about AI's impact.
- Students design an AI assistant, analyze factors affecting its impact, and present their findings in a structured format.

AI in Daily Life

- Students identify AI applications, formulate questions about their impact, and guide inquiry through research and discussion.

Student Notes Worksheet

- Students reflect on real-world problems solved by AI, consider future impacts, and discuss risks, using evidence from lesson content.
- Students discuss ethical concerns, privacy, and bias in AI, evaluating the reliability and credibility of information sources.

AI Ready Skills Integration in Social Studies- SS Skills – 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	• SSS2.6-8.1 • SSS1.6-8.1 • SSS3.6-8.1 • SSS1.6-8.2 • SSS4.6-8.1 • SSS2.6-8.2	7 Hours
Unit 2, Lesson 6: Real-World Applications of AI	• AI-Powered Farm • Healthcare Ethics Debate • AI Script Writing	• SSS4.6-8.1 • SSS3.6-8.1 • SSS1.6-8.2 • SSS2.6-8.2	8 Hours

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Washington State Social Studies – SS Skills - Standards Alignment

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

Unit 2, Lesson 5: Machine Learning and Data

- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS1.6-8.2**: Evaluate the logic of reasons for a position on an issue or event.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2**: Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1**: Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 5 Connections to Washington Standards

Facial Recognition Bias Reflection

- Students research different uses of facial recognition, compare sources, and judge which are most trustworthy.
- Students reflect on and discuss how bias in facial recognition affects different groups and why it matters for society.

Machine Learning Research Project

- Students articulate what they know and want to know about machine learning, then update their understanding as they learn more.
- Students use examples from the Mapping Terrain activity to support claims about the importance of AI in addressing environmental issues.
- Students analyze the logic of using AI for animal tracking and consider how data bias can influence conservation outcomes.
- Students integrate information from various sources and activities to form a reasoned position on the ethics of machine learning.
- Students research, synthesize, and present findings on an AI topic, supporting their thesis with evidence.

Student Notes Worksheet

- Students systematically collect and annotate evidence about machine learning, bias, and applications to support their understanding.

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

- **SSS1.6-8.1:** Analyze positions and evidence supporting an issue or an event.
- **SSS1.6-8.2**: Evaluate the logic of reasons for a position on an issue or event.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2**: Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1**: Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 6 Connections to Washington Standards

AI-Powered Farm Activity

- Students synthesize research on AI in agriculture, create a farm plan, and present their ideas, generalizing about the impact of AI on efficiency and sustainability.

Self-Driving Cars Activity

- Students research and label the AI technologies in self-driving cars, using evidence to explain how each component contributes to perception and decision-making.

AI-Powered Learning Platform Activity

- Students generate and refine questions about AI in education, investigate adaptive learning platforms, and present findings to the class.

Healthcare Ethics Debate

- Students research, construct arguments, and debate whether AI should make medical decisions, evaluating the logic and evidence for each side.

AI Script Writing

- Students compare human and AI-generated ideas, discuss strengths and limitations, and reflect on how AI can support creativity and collaboration.

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AI Ready Skills Integration in Social Studies – SS Skills – 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	• SSS1.6-8.1 • SSS2.6-8.1 • SSS2.6-8.2 • SSS1.6-8.2 • SSS3.6-8.1 • SSS4.6-8.1	5 Hours
Unit 3, Lesson 8: AI Projects	• Reflection Questions • AI Projects Research • Student Notes Worksheet	• SSS1.6-8.1 • SSS2.6-8.2 • SSS3.6-8.1 • SSS2.6-8.1 • SSS4.6-8.1	5 Hours

Washington State Social Studies – SS Skills - Standards Alignment

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

Unit 3, Lesson 7: Coding in AI

- **SSS1.6-8**.1: Analyze positions and evidence supporting an issue or an event.
- **SSS1.6-8.2**: Evaluate the logic of reasons for a position on an issue or event.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2**: Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1**: Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 7 Connections to Washington Standards

Lesson 7 Reflections

- Students reflect on the risks of data misuse, the value of collaboration, and apply lessons learned to AI development.
- Students connect prior learning to new contexts, ask questions about AI use in games, and explain how concepts are applied.

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Students Notes Worksheet

- Students organize information, generate questions, and synthesize learning about AI and coding concepts.

Building an AI Activity

- Students define a problem, collect data, write pseudocode, code an agent, evaluate performance, and present findings.
- Students follow and test coding steps, analyze the effectiveness of their AI, and use evidence to improve their solution.
- Students code, test, and refine an AI agent, generalizing about the challenges and successes of their approach.
- Students plan an AI, identify needed data, consider ethical issues, and evaluate how to ensure data reliability.

Tic Tac Toe Activity

- Students perform a bubble sort, reflect on algorithm efficiency, and discuss the importance of algorithm choice in AI.
- Students develop, share, and test strategies, discuss reasoning, and connect game strategies to AI programming.

Unit 3, Lesson 8: AI Projects

- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2:** Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1:** Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 8 Connections to Washington Standards

Lesson 8 Reflection

- Students reflect on their research, analyze challenges and limitations, and generalize about the future impact of AI on society.

Water Quality Reflection

- Students consider why clean water matters and analyze how AI can help solve environmental challenges, using evidence from their lesson.

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AI Projects Research

- Students use multiple sources to research AI models, assess their reliability, and present findings on benefits, limitations, and future implications.
- Students work together to discuss how AI can solve global problems, sharing perspectives and evaluating different solutions.

Students Notes Worksheet

- Students organize information, generate questions, and synthesize learning about AI projects, safety, and applications.

AI Ready Skills Integration in Social Studies – SS Skills – 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	• SSS1.6-8.1 • SSS3.6-8.1 • SSS2.6-8.1 • SSS4.6-8.1 • SSS2.6-8.2	6 Hours
Unit 4, Lesson 10: AI Bias, Fairness, and Inclusiveness	• AI Bias and Fairness Comic Strip • AI Bias Detective • Explore Inclusiveness in AI	• SSS1.6-8.1 • SSS3.6-8.1 • SSS2.6-8.1 • SSS2.6-8.2 • SSS4.6-8.1	6 Hours
Unit 4, Lesson 11: Privacy and Security	• AI Privacy Poster Campaign • AI Security Breach Case Analysis • Lesson 11 Reflection • Student Notes Worksheet	• SS Skills 6-8.1 • SS Skills 6-8.2 • SS Skills 6-8.3	4 Hours
Unit 4, Lesson 12: Reliability and Safety in AI	• AI Safety Guidelines • Build Your Own Reliable AI • Student Notes Worksheet	• SS Skills 6-8.1 • SS Skills 6-8.2 • SS Skills 6-8.3	6 Hours

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Unit 4, Lesson 13: Transparency and Accountability	• Accountability Scavenger Hunt • Student Notes Worksheet • AI Transparency Debate	• SS Skills 6-8.1 • SS Skills 6-8.2 • SS Skills 6-8.3 • SS Skills 6-8.4	4 Hours

Washington State Social Studies – SS Skills - Standards Alignment

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

Unit 4, Lesson 9: What are Ethics?

- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS2.6-8.1**: Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2**: Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1**: Engage in discussion, analyzing multiple viewpoints on public issues.
- **SSS4.6-8.1**: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 9 Connections to Washington Standards

Reflections and Student Notes Worksheet

- Students identify and define essential terms, generate questions about ethical technology use, and guide their inquiry through vocabulary exploration.
- Students use Minecraft Education to explore data analysis, identify ethical dilemmas, and generalize about the impact of AI on society and careers.
- Students record what they learned about ethics and responsible technology use, evaluating the credibility of their sources and reflections.

Ethics in AI Case Studies

- Students analyze ethical dilemmas in AI (e.g., bias, privacy, fairness) and use evidence from case studies and reflections to support their positions.
- Students work in groups to discuss case studies, share perspectives, and evaluate solutions to ethical challenges in AI.

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

- **SSS1.6-8.1**: Analyze positions and evidence supporting an issue or an event.
- **SSS2.6-8.1:** Create and use research questions to guide inquiry on an issue or event.
- **SSS2.6-8.2**: Evaluate the breadth, reliability, and credibility of sources.
- **SSS3.6-8.1:** Engage in discussion, analyzing multiple viewpoints on public issues.

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- **SSS4.6-8.1:** Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation.

Lesson 10 Connections to Washington Standards

AI Bias and Fairness Comic Strip

- Students creatively depict real-world AI bias scenarios, analyze impacts, and propose solutions, using evidence from their learning.
- Students work in groups to analyze data scenarios, identify bias, discuss impacts on different groups, and present solutions.

AI Bias Detective

- Students assess popular AI tools for inclusiveness, identify who benefits or is excluded, and brainstorm features to improve equity.

Student Notes Worksheet

- Students explore and define key terms, generate questions about ethical AI, and guide their inquiry through vocabulary and review guides.
- Students organize notes, review guides, and reflections to generalize about the societal impact of bias and fairness in AI.

Unit 4, Lesson 11: Privacy and Security

- **SS Skills 6-8.1**: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- **SS Skills 6-8.2**: The student understands and applies research skills to investigate and analyze topics and issues.
- **SS Skills 6-8.3**: The student understands and applies critical thinking skills to evaluate information and make informed decisions.

Lesson 11 Connections to Washington Standards

AI Privacy Poster Campaign

- Students research privacy/security issues, synthesize information, and advocate for responsible AI use through creative poster campaigns.

AI Security Breach Case Analysis

- Students work in groups to research, analyze, and present findings on AI security breaches, including impacts and preventative solutions.

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Lesson 11 Reflection

- Students respond to reflection questions, evaluating ethical dilemmas and proposing ways to improve fairness and transparency in AI.

Student Notes Worksheet

- Students use key terms in discussions, notes, and written responses to demonstrate understanding of AI concepts.
- Students analyze and summarize concepts of bias, fairness, and inclusiveness in AI, then communicate their understanding through written notes and review guides.

Unit 4, Lesson 12: Reliability and Security

- **SS Skills 6-8.1**: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- **SS Skills 6-8.2**: The student understands and applies research skills to investigate and analyze topics and issues.
- **SS Skills 6-8.3**: The student understands and applies critical thinking skills to evaluate information and make informed decisions.

Lesson 12 Connections to Washington Standards

AI Safety Guidelines

- Students investigate case studies (e.g., facial recognition bias, autonomous vehicle accidents) and analyze causes, impacts, and possible improvements for reliability and safety.
- Students design an AI solution, outline how it achieves reliability (accuracy, consistency, robustness, transparency, fairness), and present their reasoning and decisions to the class.
- Students research AI safety challenges and synthesize findings into a set of practical guidelines, explaining the rationale for each recommendation.
- Students work in groups to draft and present AI safety bills, then deliberate and vote, practicing research, reasoning, and communication skills.

Build Your Own Reliable AI

- Students answer reflection questions about the consequences of unreliable AI and steps to ensure safety, demonstrating thoughtful evaluation of risks and solutions.

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Student Notes Worksheet

- Students use key terms in notes, discussions, and written work to communicate understanding of AI reliability and safety concepts.
- Students use notes and discussion to clarify the meaning and importance of reliability and safety in AI, forming and evaluating positions on why these qualities matter.

Unit 4, Lesson 13: Transparency and Accountability

- **SS Skills 6-8.1**: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.
- **SS Skills 6-8.2**: The student understands and applies research skills to investigate and analyze topics and issues.
- **SS Skills 6-8.3**: The student understands and applies critical thinking skills to evaluate information and make informed decisions.
- **SS Skills 6-8.4**: The student understands and applies communication skills to share information and ideas.

Lesson 13 Connections to Washington Standards

Accountability Scavenger Hunt

- Students analyze game scenarios, identify examples of transparency and accountability, and reflect on their significance in AI systems.
- Students recommend safeguards and strategies for improving AI accountability and transparency, supporting their proposals with research and reasoning.
- Students research and analyze examples of AI in daily life, answer questions about accountability, and present findings to the class.

Student Notes Worksheet

- Students use vocabulary and guided notes to clarify key concepts, deliberate their importance, and communicate their understanding.
- Students respond to reflection prompts, considering real-world implications and personal responsibility in promoting transparent and accountable AI.

AI Transparency Debate

- Students prepare and participate in a structured debate, evaluating multiple perspectives and supporting their positions with evidence.

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