# AI Ready Skills

## Integration in Washington Social Studies - Civics

### Overview

AI Ready Skills offers a dynamic and standards-aligned approach to teaching Social Studies-Civics 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.

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### 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.

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### Washington State Social Studies- Civics Standards Alignment

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

**The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.**

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### 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.
- Connect AI to Real-World Applications:
    - Encourage students to explore how AI affects careers, media, and society.


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    - 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 materials 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 - Civics – 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<br>• AI Detectives Activity<br>• AI or Not AI Activity<br>• AI Is Important Activity<br>• Reflection Questions Activities<br>• Student Vocab Slides<br>• Lesson 1 Quiz | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 4 Hours |
| Unit 1, Lesson 2: History of AI | • Student Notes Worksheet<br>• AI History Timeline | • C1.6-8.1<br>• C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.1<br>• C2.6-8.2 | 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<br>• Generative AI Activity<br>• Reflection Questions | • C1.6-8.1<br>• C1.6-8.2<br>• C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.1<br>• C2.6-8.2 | 5 Hours |
| Unit 1, Lesson 4: Solving Problems with AI | • AI Problem-Solving Challenge<br>• AI in Daily Life<br>• Student Notes Worksheet | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 3 Hours |

**Washington State Social Studies - Civics Standards Alignment**

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

**Unit 1, Lesson 1: What is Artificial Intelligence?**

- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, U.S. Constitution, and Bill of Rights.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
  **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.

**Lesson 1 Connections to Washington Standards**

Lesson Reflections

- Students reflect on how AI affects their decisions and evaluate its role in supporting both personal freedoms and community welfare.


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AI Detectives Activity

- Students propose ways to verify AI outputs and advocate for responsible AI use in their school or local community.

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 categorize technologies and discuss how the government might regulate AI differently based on its definition and use.
- Students analyze how AI has transformed products and services, connecting these changes to ideals like progress and equal opportunity.
- Students reflect on ethical dilemmas in AI and suggest ways to ensure technology use aligns with fairness and justice.

Student Vocabulary Slides and Lesson 1 Quiz

- Students complete assessments and engage in discussions about AI's impact and the role of policy in guiding its development.

**Unit 1, Lesson 2: History of AI**

- **C1.6-8.1:** Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C2.6-8.1:** Explain a variety of forms of government from the past or present.
- **C2.6-8.2**: Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.

**Lesson 2 Connections to Washington Standards**

Student Notes Worksheet

- Students analyze how historical events (in AI) shape the present, mirroring how foundational civic documents shape modern government.
- Students use vocabulary to discuss how AI and technology interact with civic structures and government organization.


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AI History Timeline

- Students connect the contributions of individuals in AI to the development of key principles and ideals in society.
- Students research how technological and societal changes (like AI) influence forms of governance and civic life.
- Students present and evaluate how technological advances (AI) can help address or highlight gaps between civic ideals and reality.

**Unit 1, Lesson 3: Types of AI**

- **C1.6-8.3**: Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.
- **C2.6-8.1**: Explain a variety of forms of government from the past or present.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.2**: Explain the structure of and key ideals set forth in fundamental documents, including the Washington state constitution and tribal treaties with the United States government.
- **C1.6-8.1**: Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.
- **C2.6-8.2**: Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.

**Lesson 3 Connections to Washington Standards**

AI Brainstorming Activity

- Students discuss how AI inventions could help address gaps between civic ideals and real-world challenges.

Generative/Predictive AI Activities

- Students use data to make predictions, considering how decision-making and governance can be informed by evidence and analysis.

AI Handshake Algorithm Activity

- Students create, test, and revise algorithms, mirroring the process of establishing clear rules and structures in civic documents.

Reflection Questions

- Students analyze how clear communication and fairness in AI prompts relate to civic ideals such as freedom of expression and due process.


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- Students reflect on the importance of responsible use and clear instructions, connecting to the development of foundational civic principles.
- Students identify key terms and concepts, using them to discuss how AI and technology interact with civic structures and government organization.

**Unit 1 Lesson 4: Solving Problems with AI**

- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

**Lesson 4 Connections to Washington Standards**

AI Problem-Solving Challenge

- Students consider privacy, surveillance, and bias in AI, and debate how these issues affect both personal freedoms and societal benefits.
- Students design an AI assistant or solution to tackle a national issue (like disaster response or public health), demonstrating civic responsibility and innovation.

Student Notes Worksheet

- Students discuss how AI might help address social issues (like access to education or healthcare), and consider whether technology can help bring society closer to its ideals.
- Students work in groups to propose AI solutions to local problems, practicing civic engagement and public advocacy.
- Students explore examples of AI in public services (like traffic management or emergency response), and discuss how government decisions shape technology use.
- Students connect ethical use of AI to constitutional principles such as justice, liberty, and equality.


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**AI Ready Skills Integration in Social Studies - Civics – 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<br>• Machine Learning Research<br>• Student Notes Worksheet | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 7 Hours |
| Unit 2, Lesson 6: Real-World Applications of AI | • AI-Powered Farm<br>• Healthcare Ethics Debate<br>• AI Script Writing | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 8 Hours |

**Washington State Social Studies – Civics - Standards Alignment**

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

**Unit 2, Lesson 5: Machine Learning and Data**

- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

**Lesson 5 Connections to Washington Standards**

Facial Recognition Bias Reflection

- Students discuss how AI might help address social issues (like bias, access, or environmental justice), and consider whether technology can help bring society closer to its ideals.


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Machine Learning Research Project

- Students work in groups to propose AI solutions to local problems, practicing civic engagement and public advocacy.
- Students consider privacy, surveillance, and bias in AI, and debate how these issues affect both personal freedoms and societal benefits.
- Students design an AI solution to tackle a national or local issue (like disaster response or public health), demonstrating civic responsibility and innovation.

Student Notes Worksheet

- Students explore examples of AI in public services (like environmental monitoring or public safety), and discuss how government decisions shape technology use.
- Students connect ethical use of AI to constitutional principles such as justice, liberty, and equality.

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

- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.5**: Employ strategies for civic involvement that address a national issue.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.

**Lesson 6 Connections to Washington Standards**

AI Powered Farm Activity

- Students create and present plans for AI-powered farms, connecting their ideas to national challenges like food security and environmental sustainability.

Self- Driving Cars Activity

- Students research and present how AI technologies in transportation can address community needs and improve safety, considering the role of government and public policy.


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AI Powered-Learning Platform Activity

- Students investigate how AI can personalize learning and help close achievement gaps, relating their findings to civic ideals of equity and opportunity.

Healthcare Ethics Debate

- Students debate whether AI should make medical decisions, weighing privacy, accuracy, and ethical concerns to balance personal rights and societal benefits.

AI Script Writing

- Students discuss how AI can support or challenge freedom of expression, connecting their creative work to constitutional principles.

Reflection Activities

- Students examine how government agencies use AI to address public needs, analyzing the intersection of technology and civic responsibility.
- Students reflect on how AI can help society move closer to civic ideals such as justice, equity, and the common good.

**AI Ready Skills Integration in Social Studies – Civics – Unit 3**

| AI Ready Skills Unit, Lesson | Example Activities | WA Standards Practiced | Instructional Hours |
|---|---|---|---|
| Unit 3, Lesson 7: Coding in AI | • Reflection Questions<br>• Tic Tac Toe Student Activity<br>• Student Notes Worksheet<br>• AI Algorithm Activity | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 5 Hours |
| Unit 3, Lesson 8: AI Projects | • Reflection Questions<br>• AI Projects Research<br>• Student Notes Worksheet | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.5 | 5 Hours |


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**Washington State Social Studies – Civics - Standards Alignment**

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

**Unit 3, Lesson 7: Coding in AI**

- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C1.6-8.3**: Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

**Lesson 7 Connections to Washington Standards**

Lesson 7 Reflections

- Students reflect on collaboration in AI development, connecting it to civic ideals of equity, inclusion, and the pursuit of the common good.
- Students discuss how their actions as AI creators/users relate to civic principles such as justice, liberty, and responsibility.
- Students analyze how AI can both support and challenge civic participation, reflecting on real-world and simulated examples.
- Students organize and present their AI work, practicing clear communication and connecting to civic ideals of informed participation.
- Students code and test AI agents for resource collection or management, connecting their work to national issues like sustainability and equitable access.

Students Notes Worksheet

- Students debate and reflect on how responsible data practices in AI relate to privacy, consent, and the balance between individual rights and societal benefit.

Building an AI Activity

- Students define a problem, design, code, and deploy an AI agent to solve a Minecraft scenario, modeling civic engagement and problem-solving.
- Students develop and share strategies for games, practicing negotiation, compromise, and respectful civic discourse.


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AI Algorithm Activity

- Students explore how algorithmic logic (e.g., sorting, decision-making) can be applied to public policy or government services for fairness.

**Unit 3, Lesson 8: AI Projects**

- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.

**Lesson 8 Connections to Washington Standards**

Lesson 8 Reflection

- Students discuss why clean water matters for communities and analyze how AI can support civic efforts to improve public health and environmental quality.
- Students consider how AI technologies can influence government services, public policy, and citizen engagement, connecting their research to civic processes.

Water Quality Reflection

- Students analyze how advancements in AI could shape civic life, improve community well-being, and address ongoing societal challenges.

AI Projects Research

- Students investigate AI models used for public good (e.g., safety, health, environment), present their findings, and connect their research to national civic issues.
- Students reflect on how AI can help close gaps between civic ideals (like equity and safety) and real-world challenges, using examples from their research and notes.

**AI Ready Skills Integration in Social Studies – Civics – Unit 4**

| AI Ready Skills Unit, Lesson | Example Activities | WA Standards Practiced | Instructional Hours |
|---|---|---|---|
| Unit 4, Lesson 9: What is Ethics? | • Reflection Questions<br>• Ethics in AI Case Studies | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.4<br>• C4.6-8.5 | 6 Hours |


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|---|---|---|---|
| Unit 4, Lesson 10: AI Bias, Fairness and Inclusiveness | • AI Bias and Fairness Comic Strip<br>• AI Bias Detective<br>• Explore Inclusiveness in AI | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.4<br>• C4.6-8.5 | 6 Hours |
| Unit 4, Lesson 11: Privacy and Security | • AI Privacy Poster Campaign<br>• AI Security Breach Case Analysis<br>• Lesson 11 Reflection<br>• Student Notes Worksheet | • C1.6-8.3<br>• C1.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4 | 4 Hours |
| Unit 4, Lesson 12: Reliability and Safety in AI | • AI Safety Guidelines<br>• Build Your Own Reliable AI<br>• Student Notes Worksheet | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4 | 6 Hours |
| Unit 4, Lesson 13: Transparency and Accountability | • Accountability Scavenger Hunt<br>• Student Notes Worksheet<br>• AI Transparency Debate | • C1.6-8.3<br>• C1.6-8.4<br>• C2.6-8.4<br>• C4.6-8.3<br>• C4.6-8.4<br>• C4.6-8.5 | 4 Hours |

**Washington State Social Studies – Civics - Standards Alignment**

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

**Unit 4, Lesson 9: What are Ethics?**

- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.


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**Lesson 9 Connections to Washington Standards**

Reflections and Student Notes Worksheet

- Students reflect on how understanding ethics in AI helps them act as informed and responsible citizens in a digital society.

Ethics in AI Case Studies

- Students examine real-world AI case studies involving bias and privacy, reflecting on how these issues relate to civic ideals of fairness and equity.
- Students engage in group discussions about ethical responsibilities in AI, connecting their ideas to civic principles like liberty, justice, and accountability.
- Students reflect on privacy and fairness in AI, evaluating how technology can both support and challenge civic values.
- Students consider how citizens and policymakers can influence the development of ethical AI systems, connecting their learning to national civic engagement.
- Students explore how transparency in AI systems supports democratic governance and public trust, drawing connections to civic processes.

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

- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights**.**
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.

**Lesson 10 Connections to Washington Standards**

Explore Inclusiveness in AI Activity

- Students assess AI tools for inclusiveness, considering how technology can support both individual rights and societal equity.

AI Bias and Fairness Comic Strip

- Students creatively depict real-world AI bias scenarios, analyze impacts, and propose solutions, reflecting on civic ideals of fairness and equity.


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AI Bias Detective

- Students work in groups to analyze biased data scenarios and propose solutions, engaging in civic action to promote equity in technology.

Student Notes Worksheet

- Students explore civic principles such as justice and equality through vocabulary and discussion of bias and fairness in AI.
- Students connect their understanding of bias and fairness in AI to broader civic issues, such as equity in public services and democratic accountability.

**Unit 4, Lesson 11: Privacy and Security**

- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, U.S. Constitution, and Bill of Rights.
- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.

**Lesson 11 Connections to Washington Standards**

AI Privacy Poster Campaign

- Students design and display posters to inform peers about privacy and security, taking civic action to address digital safety in their environment.
- Students deliberate on scenarios where AI use may conflict with privacy, debating how to balance personal rights and societal benefits.

AI Security Breach Case Analysis

- Students examine how laws and policies respond to AI security breaches, and propose improvements to protect citizens' data.

Lesson 11 Reflection

- Students reflect on the gap between ideals (privacy, fairness) and real-world AI practices, considering how society can better uphold these ideals.

Student Notes Worksheet

- Students identify and explain how AI issues relate to constitutional rights such as due process, equality, and freedom from discrimination.


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**Unit 4, Lesson 12: Reliability and Security**

- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, U.S. Constitution, and Bill of Rights.

**Lesson 12 Connections to Washington Standards**

AI Safety Guidelines

- Students analyze and debate AI safety guidelines, considering how they protect privacy and safety while supporting innovation and societal benefit.
- Students work in groups to draft, revise, and present mock legislation for AI safety, then vote on the best proposal, practicing civic engagement and advocacy.

Build Your Own Reliable AI

- Students research and discuss the roles of different stakeholders in regulating and maintaining safe, reliable AI systems.
- Students reflect on real-world AI failures and propose ways to better align AI practices with American ideals of fairness, safety, and equality.
- Students connect their AI design features (fairness, transparency) to constitutional principles such as due process and equal protection.

Student Notes Worksheet

- Students apply civics vocabulary and analyze case studies to explain how government action and policy influence AI safety and reliability.

**Unit 4, Lesson 13: Transparency and Accountability**

- **C4.6-8.4:** Analyze how a claim on an issue attempts to balance individual rights and the common good.
- **C4.6-8.3:** Employ strategies for civic involvement that address a state or local issue.
- **C2.6-8.4:** Use knowledge of the function of government to analyze and address a political issue.
- **C1.6-8.3:** Explain key ideals and principles outlined in the Declaration of Independence, U.S. Constitution, and Bill of Rights.
- **C1.6-8.4:** Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.


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- **C4.6-8.5:** Employ strategies for civic involvement that address a national issue.

**Lesson 13 Connections to Washington Standards**

Accountability Scavenger Hunt

- Students examine real-world AI systems and evaluate how accountability practices protect users and promote ethical outcomes.

AI Transparency Debate

- Students develop and present recommendations for improving AI transparency, advocating for responsible technology use in their communities.
- Students engage in a structured debate, analyzing how transparency policies affect various stakeholders and the role of government in regulating AI.
- Students relate AI concepts to constitutional values such as fairness, due process, and equal protection through vocabulary and discussion.
- Students analyze ethical dilemmas in AI decision-making and suggest ways to better align AI practices with American democratic ideals.
- Students participate in charades and presentations to explain and advocate for civic values like accountability and transparency in AI.


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# AI Ready Skills

## Integration in Washington Social Studies - History

### Overview

AI Ready Skills offers a dynamic and standards-aligned approach to teaching Social Studies-History 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.

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### 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.

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### Washington State Social Studies - History Standards Alignment

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

**The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history to evaluate how history shapes the present and future.**

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### 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- History – 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<br>• AI Detectives Activity<br>• AI or Not AI Activity<br>• AI Is Important Activity<br>• Reflection Questions Activities<br>• Student Vocab Slides<br>• Lesson 1 Quiz | • H1.6-8.2<br>• H2.6-8.1<br>• H3.6-8.1<br>• H3.6-8.2<br>• H3.6-8.3 | 4 Hours |


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| | | | |
|---|---|---|---|
| Unit 1, Lesson 2: History of AI | • Student Notes Worksheet<br>• AI History Timeline | • H1.6-8.1<br>• H1.6-8.4<br>• H2.6-8.1<br>• H2.6-8.4<br>• H3.6-8.1<br>• H4.6-8.1 | 3 Hours |
| Unit 1, Lesson 3: Types of AI | • AI Brainstorming Activity<br>• Generative AI Activity<br>• Reflection Questions | • H1.6-8.4<br>• H2.6-8.1<br>• H2.6-8.4<br>• H3.6-8.1<br>• H4.6-8.1 | 5 Hours |
| Unit 1, Lesson 4: Solving Problems with AI | • AI Problem-Solving Challenge<br>• AI in Daily Life<br>• Student Notes Worksheet | • H1.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 3 Hours |


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**Washington State Social Studies - History Standards Alignment**

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

**Unit 1, Lesson 1: What is Artificial Intelligence?**

- **H1.6-8.2:** Explain how the rise of civilizations defines eras in world history in two or more regions of the world.
- **H2.6-8.1:** Analyze how individuals, movements, technological developments, and cultural and ethnic groups have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives.
- **H3.6-8.2:** Analyze multiple causal factors that shape major events in history.
- **H3.6-8.3:** Explain, analyze, and compare different historical interpretations.

**Lesson 1 Connections to Washington Standards**

Lesson Reflections

- Students explore the historical development of automation and compare it to current AI technologies, identifying key transitions across eras.
- Students reflect on historical skepticism or enthusiasm for technology and compare it to current public opinion on AI.

AI is Important Student Activity

- Students evaluate how AI automation has influenced labor, education, and healthcare, drawing parallels to historical technological shifts.
- Students compare traditional decision-making methods with AI systems, interpreting how perspectives on technology have changed over time.
- Students debate how AI compares to historical innovations in terms of impact, considering political, economic, and cultural factors.

**Unit 1, Lesson 2: History of AI**

- **H1.6-8.4:** Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of Indigenous people.
- **H2.6-8.1:** Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.
- **H1.6-8.1:** Analyze different cultural measurements of time.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in world history.
- **H2.6-8.4:** Explain and analyze how technology and ideas have impacted Washington state history since statehood.
- **H4.6-8.1:** Analyze how a historical event in world history helps us to understand contemporary issues and events.


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**Lesson 2 Connections to Washington Standards**

Student Notes Worksheet and Reflections

- Students reflect on how technological advances (AI) are represented in historical timelines, considering multiple perspectives.
- Students use vocabulary to discuss how AI and technology have impacted society and history.

AI History Timeline

- Students research how AI developments occurred in different eras and cultures, and how these shaped global patterns.
- Students connect the contributions of individuals in AI to changes in world history and technological development.
- Students use visuals and timelines to explain how AI innovations relate to historical, cultural, and technological changes.
- Students evaluate how AI technologies and ideas from the past help us understand current technological and societal issues.

**Unit 1, Lesson 3: Types of AI**

- **H2.6-8.1:** Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.
- **H4.6-8.1:** Analyze how a historical event in world history helps us to understand contemporary issues and events.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in world history.
- **H2.6-8.4:** Explain and analyze how technology and ideas have impacted Washington state history since statehood.
- **H1.6-8.4:** Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of Indigenous people.

**Lesson 3 Connections to Washington Standards**

Generative/Predictive AI Activities

- Students use data to predict outcomes, similar to how historians use evidence to interpret and represent events on timelines.

AI Handshake Algorithm Activity

- Students interpret and revise algorithms based on feedback, mirroring how historians analyze and revise interpretations of historical events.


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Reflection Questions

- Students analyze how technological advances in AI reflect and shape broader historical trends and societal changes.
- Students connect past and present technological innovations to predict and understand future societal challenges.
- Students examine how the adoption of AI technologies has influenced local history and society.
- Students reflect on the ethical use of technology, considering multiple perspectives and historical lessons.

**Unit 1 Lesson 4: Solving Problems with AI**

- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue**.**
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.

**Lesson 4 Connections to Washington Standards**

AI Problem-Solving Challenge

- Students analyze how the introduction of AI compares to other major technological shifts in history, considering multiple perspectives.
- Students investigate how societies have responded to new technologies in the past, using primary and secondary sources.

Student Notes Worksheet

- Students compare the societal impact of AI to that of past innovations, discussing how individuals and groups have influenced change.
- Students examine ethical debates about technology (e.g., privacy, labor) in history and use evidence to support their analysis.
- Students reflect on historical patterns and lessons to consider how society should approach the challenges and opportunities of AI.


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**AI Ready Skills Integration in Social Studies - History – 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<br>• Machine Learning Research<br>• Student Notes Worksheet | • H1.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 7 Hours |
| Unit 2, Lesson 6: Real-World Applications of AI | • AI-Powered Farm<br>• Healthcare Ethics Debate<br>• AI Script Writing | • H1.6-8.1<br>• H2.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 8 Hours |

**Washington State Social Studies – History - Standards Alignment**

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

**Unit 2, Lesson 5: Machine Learning and Data**

- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.

**Lesson 5 Connections to Washington Standards**

Machine Learning Research Project

- Students analyze how the introduction of AI compares to other major technological shifts in history, considering multiple perspectives.
- Students investigate how societies have responded to new technologies in the past, using primary and secondary sources.


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Student Notes Worksheet

- Students compare the societal impact of AI to that of past innovations, discussing how individuals and groups have influenced change.
- Students examine ethical debates about technology (e.g., privacy, labor) in history and use evidence to support their analysis.
- Students reflect on historical patterns and lessons to consider how society should approach the challenges and opportunities of AI.

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

- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H2.6-8.1**: Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.

**Lesson 6 Connections to Washington Standards**

AI-Powered Farm Activity

- Students create and present plans for AI-powered farms, relating their ideas to historical shifts in farming technology and practices.

Self-Driving Cars Activity

- Students research and present how self-driving cars have evolved, considering how different societies and economies have responded to this innovation.

AI-Powered Learning Platform Activity

- Students examine how AI-powered learning platforms have changed educational practices, discussing the role of innovators and movements in shaping these changes.

Healthcare Ethics Debate

- Students research, construct arguments, and debate the role of AI in healthcare, using historical examples of medical ethics debates to support their positions.


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Reflection Activities

- Students compare human and AI-generated scripts, reflecting on how technology has influenced storytelling and creative arts over time.
- Students research and present on the historical impact of technology in various sectors, reflecting on lessons from history to inform future choices.
- Students reflect on how AI is changing society, drawing connections to historical examples of technological change and their cultural, ethical, and economic impacts.

**AI Ready Skills Integration in Social Studies – History – Unit 3**

| AI Ready Skills Unit, Lesson | Example Activities | WA Standards Practiced | Instructional Hours |
|---|---|---|---|
| Unit 3, Lesson 7: Coding in AI | • Reflection Questions<br>• Tic Tac Toe Student Activity<br>• Student Notes Worksheet<br>• AI Algorithm Activity | • H1.6-8.1<br>• H2.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 5 Hours |
| Unit 3, Lesson 8: AI Projects | • Reflection Questions<br>• AI Projects Research<br>• Student Notes Worksheet | • H1.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 5 Hours |

**Washington State Social Studies – History - Standards Alignment**

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

**Unit 3, Lesson 7: Coding in AI**

- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H2.6-8.1:** Explain and analyze how individuals and movements have shaped history.
- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.


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**Lesson 7 Connections to Washington Standards**

Lesson 7 Reflections

- Students discuss responsible data practices in AI and compare them to historical examples of privacy, consent, and information control.
- Students discuss how AI is changing society, drawing connections to historical examples of technological change and their cultural, ethical, and economic impacts.

Students Notes Worksheet

- Students analyze how strategies in tic-tac-toe and sorting algorithms reflect the development of decision-making tools throughout history.
- Students organize and present their AI work, practicing documentation and connecting to the importance of historical records.

Building an AI Activity

- Students create and deploy an AI agent, relating their work to historical shifts in automation and labor-saving technologies.
- Students code and test AI agents, relating their work to historical breakthroughs in technology and innovation.

AI Data Collection Activity

- Students plan and discuss data collection for AI, connecting their work to the evolution of data gathering and analysis in history.

AI Algorithm Activity

- Students reflect on collaboration in AI development, comparing it to historical examples of teamwork in scientific and technological progress.
- Students reflect on how algorithmic logic has influenced historical events and consider how lessons from history can inform present-day AI use.

**Unit 3, Lesson 8: AI Projects**

- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.


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**Lesson 8 Connections to Washington Standards**

Lesson 8 Reflection

- Students organize and present their research and reflections, practicing documentation and connecting to the importance of historical records.

Water Quality Reflection

- Students consider how access to clean water has shaped societies and how technological solutions like AI compare to historical approaches.

AI Projects Research

- Students reflect on how past technological shifts inform predictions about AI's impact on society and the importance of learning from history.
- Students use evidence from research and reflection to discuss how both past and present technologies have faced challenges and limitations.
- Students connect AI technologies to historical changes in how societies process, store, and communicate information.
- Students investigate the development of AI, highlight key innovators or movements, and present how these have influenced modern life.

**AI Ready Skills Integration in Social Studies – History – Unit 4**

| AI Ready Skills Unit, Lesson | Example Activities | WA Standards Practiced | Instructional Hours |
|---|---|---|---|
| Unit 4, Lesson 9: What is Ethics? | • Reflection Questions<br>• Ethics in AI Case Studies | • H1.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 6 Hours |
| Unit 4, Lesson 10: AI Bias, Fairness, and Inclusiveness | • AI Bias and Fairness Comic Strip<br>• AI Bias Detective<br>• Explore Inclusiveness in AI | • H1.6-8.1<br>• H2.6-8.2<br>• H3.6-8.1<br>• H4.6-8.1<br>• H5.6-8.1 | 6 Hours |


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| | | | |
|---|---|---|---|
| Unit 4, Lesson 11: Privacy and Security | • AI Privacy Poster Campaign<br>• AI Security Breach Case Analysis<br>• Lesson 11 Reflection<br>• Student Notes Worksheet | • H1.6-8.2<br>• H2.6-8.1<br>• H3.6-8.1<br>• H3.6-8.2<br>• H3.6-8.3 | 4 Hours |
| Unit 4, Lesson 12: Reliability and Safety in AI | • AI Safety Guidelines<br>• Build Your Own Reliable AI<br>• Student Notes Worksheet | • H1.6-8.2<br>• H1.6-8.4<br>• H2.6-8.1<br>• H3.6-8.1<br>• H3.6-8.2<br>• H3.6-8.3 | 6 Hours |
| Unit 4, Lesson 13: Transparency and Accountability | • Accountability Scavenger Hunt<br>• Student Notes Worksheet<br>• AI Transparency Debate | • H1.6-8.2<br>• H1.6-8.4<br>• H2.6-8.1<br>• H3.6-8.1<br>• H3.6-8.2<br>• H3.6-8.3 | 4 Hours |

**Washington State Social Studies – History - Standards Alignment**

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

**Unit 4, Lesson 9: What are Ethics?**

- **H1.6-8.1**: Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.

**Lesson 9 Connections to Washington Standards**

Reflections and Student Notes Worksheet

- Students reflect on historical lessons about fairness and equity to inform their views on ethical AI development and use.


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Ethics in AI Case Studies

- Students analyze case studies and use evidence to argue for ethical improvements in AI, mirroring historical inquiry methods.
- Students connect modern privacy concerns in AI to historical debates about civil liberties and government transparency.
- Students explore how ethical concerns in AI reflect broader historical movements for justice, equity, and responsible innovation.
- Students examine bias in AI systems and compare it to historical examples of inequality and discrimination, reflecting on societal impacts.

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

- **H1.6-8.1:** Analyze different cultural, religious, and economic perspectives on a historical event or issue.
- **H2.6-8.2:** Explain and analyze how individuals and movements have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives in history.
- **H4.6-8.1:** Use evidence from multiple sources to support historical arguments.
- **H5.6-8.1:** Analyze how understanding history can help us make informed decisions about the present and future.

**Lesson 10 Connections to Washington Standards**

Explore Inclusiveness in AI Activity

- Students explore how efforts to make AI fair and inclusive mirror historical movements for civil rights and social justice.
- Students synthesize learning about fairness and bias in AI, using historical context to inform future technology decisions.

AI Bias and Fairness Comic Strip

- Students examine how bias in AI reflects historical patterns of exclusion, comparing modern technology to past societal inequalities.

AI Bias Detective

- Students interpret AI case studies and reflect on how biased systems can perpetuate historical injustices or promote equity.
- Students analyze data scenarios and use evidence to argue for ethical improvements in AI, applying historical reasoning.


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**Unit 4, Lesson 11: Privacy and Security**

- **H1.6-8.2:** Explain how the rise of civilizations defines eras in world history in two or more regions of the world.
- **H2.6-8.1:** Analyze how individuals, movements, technological developments, and cultural and ethnic groups have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives.
- **H3.6-8.2:** Analyze multiple causal factors that shape major events in history.
- **H3.6-8.3:** Explain, analyze, and compare different historical interpretations.

**Lesson 11 Connections to Washington Standards**

AI Privacy Poster Campaign

- Students trace the development of privacy and security issues as technology evolves, connecting these changes to broader historical eras.
- Students use historical documents and modern articles to compare how privacy concerns have changed over time and across cultures.

AI Security Breach Case Analysis

- Students examine how advances in AI and data security have influenced social, economic, and political developments.

Lesson 11 Reflection

- Students discuss how various factors (technology, public opinion, government action) have influenced the development of privacy laws.
- Students reflect on and compare different interpretations of how past events have influenced present-day views on AI and privacy.

**Unit 4, Lesson 12: Reliability and Security**

- **H1.6-8.2:** Explain how the rise of civilizations defines eras in world history in two or more regions of the world.
- **H2.6-8.1:** Analyze how individuals, movements, technological developments, and cultural and ethnic groups have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives.
- **H1.6-8.4:** Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of Indigenous people.
- **H3.6-8.2:** Analyze multiple causal factors that shape major events in history.
- **H3.6-8.3:** Explain, analyze, and compare different historical interpretations.


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**Lesson 12 Connections to Washington Standards**

AI Safety Guidelines

- Students compare primary sources and modern policies to understand how societies have addressed safety and reliability in technology over time.
- Students build timelines that include diverse perspectives on key events in the development of AI safety and reliability.

Build Your Own Reliable AI

- Students reflect on and compare different interpretations of how past events have influenced present-day views on AI reliability and safety.
- Students discuss how various factors (government, industry, public opinion) have influenced the development of safety standards for technology.
- Students investigate case studies of technological failures and discuss their historical consequences and lessons learned.
- Students research and present how safety and reliability concerns have evolved across different technological eras and cultures.

**Unit 4, Lesson 13: Transparency and Accountability**

- **H1.6-8.2:** Explain how the rise of civilizations defines eras in world history in two or more regions of the world.
- **H2.6-8.1:** Analyze how individuals, movements, technological developments, and cultural and ethnic groups have shaped history.
- **H3.6-8.1:** Analyze and interpret historical materials from a variety of perspectives.
- **H1.6-8.4:** Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of Indigenous people.
- **H3.6-8.2:** Analyze multiple causal factors that shape major events in history.
- **H3.6-8.3:** Explain, analyze, and compare different historical interpretations.

**Lesson 13 Connections to Washington Standards**

Accountability Scavenger Hunt

- Students investigate how transparency and accountability have evolved in technology across different eras and cultures and compare these developments to current AI practices.
- Students examine case studies where transparency or accountability in technology influenced historical outcomes, discussing lessons learned and societal change.
- Students build timelines that include diverse perspectives on key events in the development of accountability and transparency in technology.
- Students discuss how various factors (government, industry, public opinion) have influenced the development of ethical standards and accountability in technology.


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- Students reflect on and compare different interpretations of how past events have influenced present-day views on transparency and accountability in AI.

AI Transparency Debate

- Students participate in debates and use primary/secondary sources to compare how societies have addressed ethical dilemmas in technology over time.


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# 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.

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## 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.

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## 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.**

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## 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<br>• AI Detectives Activity<br>• AI or Not AI Activity<br>• AI Is Important Activity<br>• Reflection Questions Activities<br>• Student Vocab Slides<br>• Lesson 1 Quiz | • SS Skills 6-8.3<br>• SS Skills 6-8.1<br>• SS Skills 6-8.2<br>• SS Skills 6-8.4 | 4 Hours |
| Unit 1, Lesson 2: History of AI | • Student Notes Worksheet<br>• AI History Timeline | • SSS2.6-8.1<br>• SSS4.6-8.1<br>• 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<br>• Generative AI Activity<br>• Reflection Questions | • SSS2.6-8.1<br>• SSS3.6-8.1<br>• SSS1.6-8.1<br>• SSS2.6-8.2<br>• SSS2.6-8.1 | 5 Hours |
| Unit 1, Lesson 4: Solving Problems with AI | • AI Problem-Solving Challenge<br>• AI in Daily Life<br>• Student Notes Worksheet | • SSS1.6-8.1<br>• SSS3.6-8.1<br>• SSS2.6-8.1<br>• SSS1.6-8.2<br>• SSS4.6-8.1<br>• 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<br>• Machine Learning Research<br>• Student Notes Worksheet | • SSS2.6-8.1<br>• SSS1.6-8.1<br>• SSS3.6-8.1<br>• SSS1.6-8.2<br>• SSS4.6-8.1<br>• SSS2.6-8.2 | 7 Hours |
| Unit 2, Lesson 6: Real-World Applications of AI | • AI-Powered Farm<br>• Healthcare Ethics Debate<br>• AI Script Writing | • SSS4.6-8.1<br>• SSS3.6-8.1<br>• SSS1.6-8.2<br>• 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<br>• Tic Tac Toe Student Activity<br>• Student Notes Worksheet<br>• AI Algorithm Activity | • SSS1.6-8.1<br>• SSS2.6-8.1<br>• SSS2.6-8.2<br>• SSS1.6-8.2<br>• SSS3.6-8.1<br>• SSS4.6-8.1 | 5 Hours |
| Unit 3, Lesson 8: AI Projects | • Reflection Questions<br>• AI Projects Research<br>• Student Notes Worksheet | • SSS1.6-8.1<br>• SSS2.6-8.2<br>• SSS3.6-8.1<br>• SSS2.6-8.1<br>• 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<br>• Ethics in AI Case Studies | • SSS1.6-8.1<br>• SSS3.6-8.1<br>• SSS2.6-8.1<br>• SSS4.6-8.1<br>• SSS2.6-8.2 | 6 Hours |
| Unit 4, Lesson 10: AI Bias, Fairness, and Inclusiveness | • AI Bias and Fairness Comic Strip<br>• AI Bias Detective<br>• Explore Inclusiveness in AI | • SSS1.6-8.1<br>• SSS3.6-8.1<br>• SSS2.6-8.1<br>• SSS2.6-8.2<br>• SSS4.6-8.1 | 6 Hours |
| Unit 4, Lesson 11: Privacy and Security | • AI Privacy Poster Campaign<br>• AI Security Breach Case Analysis<br>• Lesson 11 Reflection<br>• Student Notes Worksheet | • SS Skills 6-8.1<br>• SS Skills 6-8.2<br>• SS Skills 6-8.3 | 4 Hours |
| Unit 4, Lesson 12: Reliability and Safety in AI | • AI Safety Guidelines<br>• Build Your Own Reliable AI<br>• Student Notes Worksheet | • SS Skills 6-8.1<br>• SS Skills 6-8.2<br>• SS Skills 6-8.3 | 6 Hours |


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