Course	AI Foundations 8th Grade

INNOVATIVE ARTS ACADEMY

Course Objectives	Throughout this course, students will explore the technical, ethical, and philosophical dimensions of artificial intelligence, transitioning from mastering effective prompt engineering to evaluating critical societal impacts such as algorithmic bias and data privacy. The curriculum emphasizes real-world application, empowering students to design AI solutions for community problems while preparing for college and career readiness. By treating AI as a development tool rather than the author, students ensure every final product reflects their own critical understanding and revisions.

Unit Title	Prompt Engineering and Foundations of Generative AI	
Time Frame	12 Days	

Focus of the Unit
This unit focuses on understanding the technical mechanics of large language models while developing the sophisticated skill of prompt engineering to achieve specific, high-quality results.

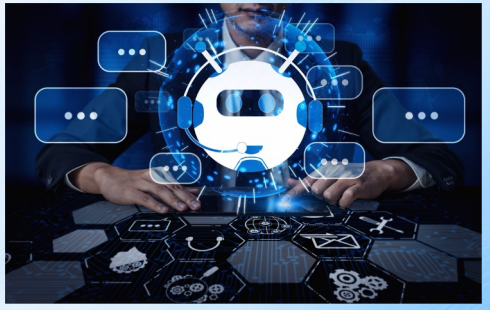
Unit Title	Ethics and Responsibility in an AI-Driven World	
Time Frame	11 Days	

Focus of the Unit
Students will critically examine the societal impacts of AI, specifically centering on the identification of algorithmic bias, data privacy concerns, and ethical responsibilities.

Unit Title	The Human Factor: Philosophical Foundations	
Time Frame	11 Days	

Focus of the Unit
This unit investigates the fundamental philosophical differences between human and artificial intelligence by exploring concepts like common sense, personhood, and machine consciousness.

Unit Title	AI for Action and Application	
Time Frame	11 Days	



Focus of the Unit
Students move into an active role by designing, building, and testing their own AI applications to solve real-world community problems and enhance personal productivity.

Board Approved 8/2026

Unit Title	Prompt Engineering and Foundations of Generative AI
Time Frame	12 Days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

What makes a prompt effective?

Focus of the Unit

This unit focuses on understanding the technical mechanics of large language models while developing the sophisticated skill of prompt engineering to achieve specific, high-quality results.

Standards	3B-AP-08: Describe how artificial intelligence drives many software and physical systems. 2-DA-09: Refine computational models based on the data they have generated. 2-AP-10: Use flowcharts and/or pseudocode to address complex problems as algorithms

Learning Targets

I can write strong prompts for AI chatbots.

Learning Targets

I can refinance chatbot results based on specific feedback.

Learning Targets

I can explain the role of data in training an AI model.

Learning Targets

I can identify the inherent limitations and “hallucinations” of common generative AI tools.

Resources	Google Drive, Chromebooks, YouTube, EdPuzzle, Google Gemini, ChatGPT

Unit Title	Ethics and Responsibility in an AI-Driven World
Time Frame	11 Days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

Is AI ever truly neutral?

Focus of the Unit

Students will critically examine the societal impacts of AI, specifically centering on the identification of algorithmic bias, data privacy concerns, and ethical responsibilities.

Standards

2-IC-20: Compare tradeoffs associated with computing technologies that affect people's everyday.
2-IC-21: Discuss issues of bias and accessibility in the design of existing technologies.
2-IC-23: Describe tradeoffs between allowing information to be public and keeping information.

Learning Targets

I can identify algorithmic bias in various AI applications.

Learning Targets

I can evaluate the transparency of different AI technologies.

Learning Targets

I can compose a list of my responsibilities when using AI tools.

Learning Targets

I can reason about ethical dilemmas and the implications of AI on fairness.

Resources

Google Drive, Chromebooks, YouTube, EdPuzzle, Google Gemini, ChatGPT

Unit Title	The Human Factor: Philosophical Foundations
Time Frame	11 Days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

What makes human intelligence unique?

Focus of the Unit

This unit investigates the fundamental philosophical differences between human and artificial intelligence by exploring concepts like common sense, personhood, and machine consciousness.

Standards	3A-IC-24: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 2-CS-01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. 2-IC-22: Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact.

Learning Targets

I can define common sense and its role in decision-making for humans versus AI.

Learning Targets

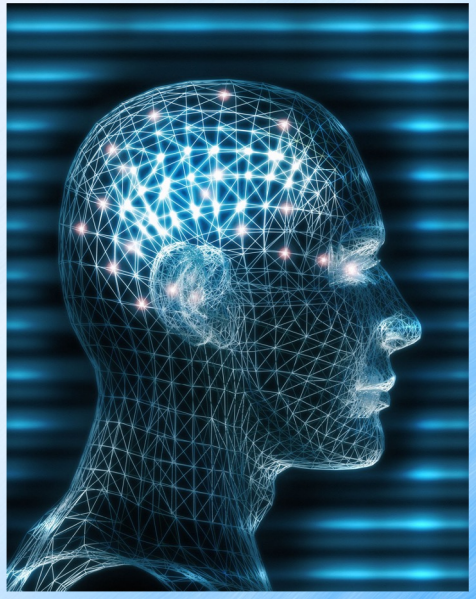
I can develop and effectively argue independent opinions regarding the nature of AI.

Learning Targets

I can analyze how socio-technical systems can serve specific political or corporate agendas.

Learning Targets

I can recognize the socio-philosophical impact of treating AI as a “thinking machine”.



Resources	Google Drive, Chromebooks, YouTube, EdPuzzle, Google Gemini, ChatGPT

Unit Title	AI for Action and Application
Time Frame	11 Days

INNOVATIVE ARTS ACADEMY

Essential Question(s)

Can AI solve community problems?

Focus of the Unit

Students move into an active role by designing, building and testing their own Ai applications to solve real-world community problems and enhance personal productivity.

Standards	2-CS-02: Design projects that combine hardware and software components to collect and exchange data. 2-AP-15: Seek and incorporate feedback from team members and users to refine a solution that meets user needs. 2-AP-18: Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.

Learning Targets

I can design, build, and test my own Ai app for community action.

Learning Targets

I can apply AI to solve a specific problem relevant to my own life.

Learning Targets

I can share professional elevator pitches for AI solutions to a wide audience.

Learning Targets

I can identify strategic ways to use Ai for college and career readiness in an AI-driven workforce.

Resources	Google Drive, Chromebooks, YouTube, EdPuzzle, Google Gemini, ChatGPT