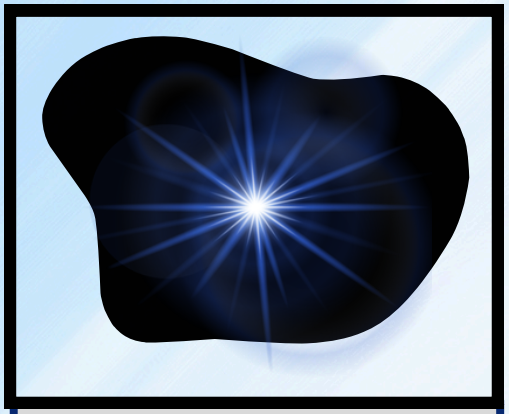
| Course Title | AI 101 |
|---|---|

INNOVATIVE ARTS ACADEMY

| Course Overview | 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. Students will ultimately demonstrate their mastery through a capstone project, building an original interactive branching narrative using Twine and SugarCube code. By treating AI as a development tool rather than the author, this course ensures that every final product reflects the student's own decisions, revisions, and critical understanding. |
|---|---|

| Unit Title | Unit 1: Prompt Engineering and Foundations of Generative AI | | |
|---|---|---|---|
| Time Frame | 7 Weeks | | |



**Focus of the Unit**

The focus of this unit is understanding the technical mechanics of Large Language Models while developing the sophisticated skill of prompt engineering to achieve high-quality, specific results. Students will move beyond basic interactions to explore the role of data in training models, learning to refine chatbot outputs through ongoing feedback while identifying the inherent limitations and "hallucinations" of common generative tools to ensure they see AI as human-created code rather than magic.

| Unit Title | Unit 2: Ethics and Responsibility in an AI-Driven World | | |
|---|---|---|---|
| Time Frame | 7 Weeks | | |

**Focus of the Unit**

The focus of this unit is critically examining the deep societal impacts of AI, specifically centering on the identification of algorithmic bias, data privacy concerns, and the ethical responsibilities of both developers and users. Students will evaluate the transparency of various technologies, reason through modern ethical dilemmas, and establish clear expectations for fairness and accountability within socio-technical systems that can often serve specific political or corporate agendas.

| Unit Title | Unit 3: Creative Collaboration: AI in Art and Writing | | |
|---|---|---|---|
| Time Frame | 7 Weeks | | |

**Focus of the Unit**

The focus of this unit is exploring the intersection of human creativity and machine generation, treating AI as a collaborative partner in the artistic and writing process rather than a replacement for the human creator. Students will utilize AI image mixers and text generators to spark original narrative ideas, while practicing the essential skill of revising AI-generated content to ensure the final product maintains a consistent tone, unique voice, and human-led stylistic control.

| Unit Title | Unit 4: The Human Factor: Philosophical Foundations | | |
|---|---|---|---|
| Time Frame | 6 Weeks | | |

**Focus of the Unit**

The focus of this unit is investigating the fundamental philosophical differences between human and artificial intelligence by exploring concepts like common sense, complex decision-making, and personhood. Students will analyze how AI systems affect different stakeholders in society, develop independent arguments regarding the nature of machine consciousness, and examine how the integration of AI is fundamentally shifting our understanding of what it means to be human.

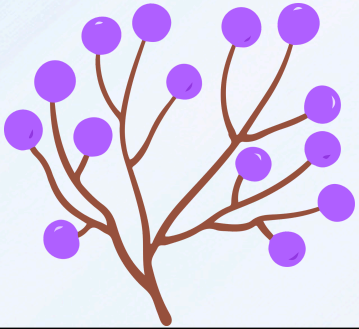
Board Approved 8/2026

| Course Title | Literacy in AI |
|---|---|

INNOVATIVE ARTS ACADEMY

| Course Overview | 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. Students will ultimately demonstrate their mastery through a capstone project, building an original interactive branching narrative using Twine and SugarCube code. By treating AI as a development tool rather than the author, this course ensures that every final product reflects the student's own decisions, revisions, and critical understanding. |
|---|---|

| Unit Title | Unit Title | Unit Title | Unit Title |
|---|---|---|---|
| Unit 5: AI for Action and Application | Unit 6: Beyond the Prompt: Building Interactivity | | |
| Time Frame: 6 Weeks | Time Frame: 8 Weeks | Time Frame: | Time Frame: |



| Focus of the Unit | Focus of the Unit | Focus of the Unit | Focus of the Unit |
|---|---|---|---|
| The focus of this unit is applying AI literacy to solve real-world problems, ranging from tackling environmental issues to enhancing personal productivity and professional efficiency. Students will move into an active role by designing, building, and testing their own AI applications for community benefit, while also identifying strategic ways to leverage these tools for college and career readiness and future success in an AI-driven workforce. | The focus of this unit is transitioning from simple text generation to technical implementation, utilizing AI as a technical development assistant to build complex, interactive, and coded experiences. Students will master the construction of branching narratives within the Twine platform, applying SugarCube coding logic—such as variables and conditional statements—to ensure they maintain full control and understanding of the interactive logic they create. | | |

| Unit Title | Unit 1: Prompt Engineering and Foundations of Generative AI |
|---|---|
| Time Frame | 7 Weeks |

INNOVATIVE ARTS ACADEMY

## Essential Question(s)

How does generative AI function?
What makes a prompt effective?
Can AI understand human intent?
How do we refine outputs?

## Focus of the Unit

The focus of this unit is understanding the technical mechanics of Large Language Models while developing the sophisticated skill of prompt engineering to achieve high-quality, specific results. Students will move beyond basic interactions to explore the role of data in training models, learning to refine chatbot outputs through ongoing feedback while identifying the inherent limitations and "hallucinations" of common generative tools to ensure they see AI as human-created code rather than magic.

| Standards | CCSS.ELA-LITERACY.W.12.6: Use technology to produce and update individual writing products in response to ongoing feedback. | CCSS.ELA-LITERACY.RI.12.7: Integrate and evaluate multiple sources of information in order to address a question or solve a problem. | CCSS.ELA-LITERACY.L.12.3: Apply knowledge of language to understand how language functions in different contexts. | CCSS.ELA-LITERACY.W.12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task. |
|---|---|---|---|---|

### Learning Targets

I can write strong prompts for AI chatbots.

### Learning Targets

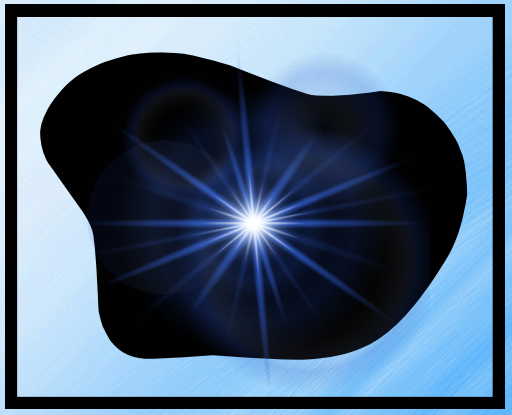
I can explain the role of data in training an AI model.

### Learning Targets

I can refine chatbot results based on specific feedback.

### Learning Targets

I can identify the limits of common generative AI tools.



| Resources | Computers with internet access, "Building AI Knowledge" articles from Quill, Michigan Virtual AI Literacy videos, and access to LLMs like ChatGPT or Claude. |
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| **Unit Title** | **Unit 2: Ethics and Responsibility in an AI-Driven World** |
| **Time Frame** | 7 Weeks |

INNOVATIVE ARTS ACADEMY

**Essential Question(s)**

**Is AI ever truly neutral?**
**How does bias enter data?**
**Who is responsible for harm?**
**Can we ensure AI fairness?**

**Focus of the Unit**

**The focus of this unit is critically examining the deep societal impacts of AI, specifically centering on the identification of algorithmic bias, data privacy concerns, and the ethical responsibilities of both developers and users. Students will evaluate the transparency of various technologies, reason through modern ethical dilemmas, and establish clear expectations for fairness and accountability within socio-technical systems that can often serve specific political or corporate agendas.**

| | | | | |
|---|---|---|---|---|
| **Standards** | **CCSS.ELA-LITERACY.W.12.1:** Write arguments to support claims in an analysis of substantive topics or texts. | **CCSS.ELA-LITERACY.RI.12.8:** Delineate and evaluate the reasoning in seminal U.S. texts. | **CCSS.ELA-LITERACY.SL.12.2:** Integrate multiple sources of information presented in diverse formats and media. | **CCSS.ELA-LITERACY.RI.12.1:** Cite strong and thorough textual evidence to support analysis. |

| **Learning Targets** | **Learning Targets** |
|---|---|
| I can identify algorithmic bias in various AI applications. | I can reason about ethical dilemmas and the implications of AI. |
| **Learning Targets** | **Learning Targets** |
| I can compose a list of my responsibilities when using AI tools. | I can evaluate the transparency of different AI technologies. |

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| **Resources** | **MIT AI Ethics Education Curriculum, Experience AI safety units, and ISTE Hands-On AI Projects for Ethics.** |

| Unit Title | Unit 3: Creative Collaboration: AI in Art and Writing |
|---|---|
| Time Frame | 7 Weeks |

INNOVATIVE ARTS ACADEMY

## Essential Question(s)

Is AI art truly creative?
Who owns AI-created content?
How does AI assist artists?
Can machines possess artistic style?

## Focus of the Unit

The focus of this unit is exploring the intersection of human creativity and machine generation, treating AI as a collaborative partner in the artistic and writing process rather than a replacement for the human creator. Students will utilize AI image mixers and text generators to spark original narrative ideas, while practicing the essential skill of revising AI-generated content to ensure the final product maintains a consistent tone, unique voice, and human-led stylistic control.

| Standards | CCSS.ELA-LITERACY.W.12.3: Write narratives to develop real or imagined experiences or events. | CCSS.ELA-LITERACY.RL.12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. | CCSS.ELA-LITERACY.SL.12.1: Initiate and participate effectively in a range of collaborative discussions. | CCSS.ELA-LITERACY.W.12.5: Develop and strengthen writing as needed by planning, revising, editing, or rewriting. |
|---|---|---|---|---|

| Learning Targets |
|---|
| I can collaborate with AI to generate original narrative ideas. |
| **Learning Targets** |
| I can analyze how AI impacts the world of arts and entertainment. |

| Learning Targets |
|---|
| I can use AI image mixers to explore creative possibilities. |
| **Learning Targets** |
| I can revise AI-generated writing to maintain a consistent tone and voice. |

| Resources | Adobe Content Authenticity Initiative curriculum, "Dancing with AI" Scratch extensions, and ISTE guides for AI in Art. |
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|---|---|
| **Unit Title** | **Unit 4: The Human Factor: Philosophical Foundations** |
| **Time Frame** | 6 Weeks |

INNOVATIVE ARTS ACADEMY

**Essential Question(s)**

**What makes human intelligence unique?**
**Can machines develop common sense?**
**Does AI mimic human consciousness?**
**How does AI change humanity?**

**Focus of the Unit**

The focus of this unit is investigating the fundamental philosophical differences between human and artificial intelligence by exploring concepts like common sense, complex decision-making, and personhood. Students will analyze how AI systems affect different stakeholders in society, develop independent arguments regarding the nature of machine consciousness, and examine how the integration of AI is fundamentally shifting our understanding of what it means to be human.

| | | | | |
|---|---|---|---|---|
| **Standards** | **CCSS.ELA-LITERACY.RI.12.2:** Determine two or more central ideas of a text and analyze their development. | **CCSS.ELA-LITERACY.RL.12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly. | **CCSS.ELA-LITERACY.SL.12.4:** Present information, findings, and supporting evidence, conveying a clear perspective. | **CCSS.ELA-LITERACY.W.12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

**Learning Targets**

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

**Learning Targets**

I can develop independent opinions on AI and argue them effectively.

**Learning Targets**

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

**Learning Targets**

I can recognize the socio-philosophical impact of the treatment of AI as a thinking machine.

| | |
|---|---|
| **Resources** | **aiEDU "Intro to AI" course materials, AI Pedagogy Project assignments, and Common Sense Education AI literacy lessons.** |

| Unit Title | Unit 5: AI for Action and Application |
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| Time Frame | 6 Weeks |

INNOVATIVE ARTS ACADEMY

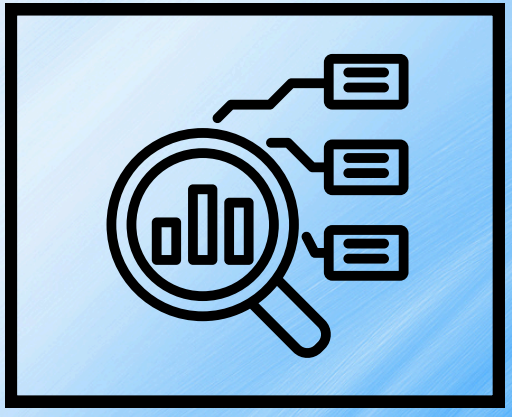
| Essential Question(s) |
|---|
| Can AI solve community problems?<br>How does AI aid careers?<br>Is AI a professional tool?<br>How do we build solutions? |

| Focus of the Unit |
|---|
| The focus of this unit is applying AI literacy to solve real-world problems, ranging from tackling environmental issues to enhancing personal productivity and professional efficiency. Students will move into an active role by designing, building, and testing their own AI applications for community benefit, while also identifying strategic ways to leverage these tools for college and career readiness and future success in an AI-driven workforce. |

| Standards | | | | |
|---|---|---|---|---|
| | CCSS.ELA-LITERACY.W.12.7: Conduct short as well as more sustained research projects to answer a question. | CCSS.ELA-LITERACY.W.12.2: Write informative/explanatory texts to examine and convey complex ideas. | CCSS.ELA-LITERACY.SL.12.6: Adapt speech to a variety of contexts and tasks. | CCSS.ELA-LITERACY.W.12.8: Gather relevant information from multiple authoritative print and digital sources. |

| Learning Targets |
|---|
| I can design, build, and test my own app for community action. |
| **Learning Targets** |
| I can share elevator pitches for AI solutions to a wide audience. |

| Learning Targets |
|---|
| I can apply AI to solve a problem relevant to my own life. |
| **Learning Targets** |
| I can identify ways to use AI for college and career readiness. |



| Resources | Playlab AI for Action unit, ISTE guides for Solving Environmental Problems, and College and Career Readiness AI lesson sequences. |
|---|---|

| Unit Title | Unit 6: Beyond the Prompt: Building Interactivity |
|---|---|
| Time Frame | 8 Weeks |

INNOVATIVE ARTS ACADEMY

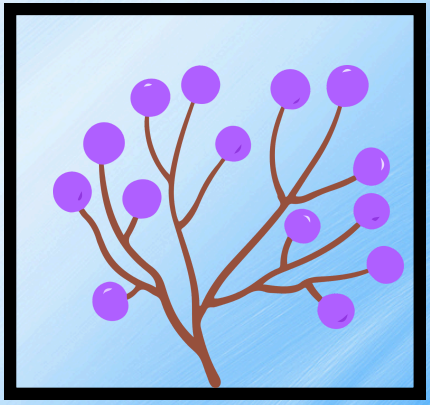
| Essential Question(s) |
|---|
| How does logic drive stories?<br>Can AI write functional code?<br>What defines an interactive experience?<br>How do variables change narratives? |

| Focus of the Unit |
|---|
| The focus of this unit is transitioning from simple text generation to technical implementation, utilizing AI as a technical development assistant to build complex, interactive, and coded experiences. Students will master the construction of branching narratives within the Twine platform, applying SugarCube coding logic—such as variables and conditional statements—to ensure they maintain full control and understanding of the interactive logic they create. |

| Standards | | | | |
|---|---|---|---|---|
| | CCSS.ELA-LITERACY.W.12.3: Write narratives to develop real or imagined experiences using effective technique. | CCSS.ELA-LITERACY.W.12.6: Use technology, including the Internet, to produce, publish, and update writing products. | CCSS.ELA-LITERACY.L.12.6: Acquire and use accurately general academic and domain-specific words. | CCSS.ELA-LITERACY.W.12.5: Develop and strengthen writing as needed by planning and revising. |

| Learning Targets |
|---|
| I can construct a branching narrative with multiple decision points. |
| **Learning Targets** |
| I can apply basic coding logic using SugarCube and variables. |

| Learning Targets |
|---|
| I can revise AI-generated code for accuracy and functionality. |
| **Learning Targets** |
| I can explain how my code works to an outside audience. |



| Resources | Twine software, SugarCube coding documentation, and the AI-Assisted Coded Interactive Story project guide. |
|---|---|