Stage 1 – Desired Results

ESTABLISHED GOALS	Transfer	
Students will be able to: ★ *gain knowledge of AI policy in the EU and the US* ★ *think comparatively and critically, in groups and in writing* ★ *understand basics of EU structure and governance*	*Students will be able to independently use their learning to…* **Draft comparative arguments about ethical issues in the fields of employment, education, translation and governance related to generative artificial intelligence and the EU AI Act**	

	Meaning	
	UNDERSTANDINGS *Students will understand that…* *The European Union is a living, breathing project that adapts and changes as society progresses.* *Generative AI has both negative and positive impacts on the future in every area of life, including politics, education, language, and employment*	ESSENTIAL QUESTIONS ➢ *How do we maintain justice when using generative AI?* ➢ *What encompasses ethical use of generative AI?* ➢ *What are the enforceable limits of the use of generative AI?* ➢ *What is unique about the European Union's approach to AI governance?*

	Acquisition	
	Students will know… ➔ **AI policy in the EU (and the US)** ➔ **The EU AI Act** ➔ **Basics of EU governance** ➔ **Introduction to AI Ethics**	*Students will be skilled at…* ➔ **reading for evidence** ➔ **collaborative group work** ➔ **paraphrasing** ➔ **argumentation, oral and written** ➔ **comparison of EU and US AI Policy** ➔ **presentation to their peers**

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
Students will be evaluated through teacher observation, simple scoring of the reflection journals and via standardized rubric for written response. *See also assessment criteria and rubric bands provided in the Learning Plan section below.*	PERFORMANCE TASK(S): Pre/Post Reflection; Final Written Response Draft **Students will participate in a pre/post lesson reflection loop at the start and finish the two days this topic is covered. Students will also craft individual written responses to the final prompt.**
	OTHER EVIDENCE: Group Poster Creation and Presentation **Students will present their understanding of topics related to AI EU policy to their peers and answer clarifying questions after presentations. Students will be evaluated via the provided assessment criteria for the quality of their information as well as the quality of their presentation.**

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

Opening Reflection: *Write for 5 minutes about AI and its uses, both good and bad. Also, you can record your feelings and opinions on the topic.*

Big Idea Questions Think-Pair-Share: *With a partner, discuss the pros and cons of using AI to complete translation tasks. How does this impact larger institutions like universities and governments? When using AI to translate language, how do we effectively translate nuance, sarcasm, humor or idiom? You will have 10 minutes to discuss. After discussion with your partner, you will be expected to share some of your takeaways with the class. Be prepared to share!*

Collaboration in small groups: AI Article Read and Group Preparation
Day 1 Group Work Procedure Suggested Working Cycle: 20 minute work block/3 minute guided stretch break/20 minute work block/7 minute wrap up = 50 minutes total

Task Description: *In your small groups, you will explore basic facts and more nuanced questions concerning the use of Generative AI in the United States and the European Union.* *Read the assigned excerpts and articles, assigned by group. There are some documents that all groups will reach and some that are unique to your group and topic. Read all documents with your group and create a two sentence statement about your essential understanding of each. Create consensus within your group through paraphrasing of main ideas and big takeaways, including, possibly, controversy or previews of both sides of the argument. Use these group notes to create your Poster (or slide) that will be shared during your presentations, next class.*

Assignment Specifications:

- *Groups will be assigned a specific area of AI regulation (e.g., data privacy, algorithmic transparency, AI in public services).*
- *Groups will receive resources on both EU and US approaches to these areas.*
- *Groups will create a visual comparison (chart, infographic, or digital presentation) highlighting:*
  - *Key policies or regulations*
  - *Underlying principles or values*
  - *Enforcement mechanisms*
  - *Potential impacts on various stakeholders*
- *Groups will present their group comparisons to the class.*
- *Groups will participate in a Q&A session following each presentation.*

Assessment Criteria:

Criterion A) Understanding of EU AI Policy (0-5 points)

  1: Little to no accurate information about EU AI policy 2: Basic mention of EU AI Act, but details are vague or inaccurate 3: Clear explanation of EU AI Act and at least one key policy area 4: Comprehensive overview of EU AI Act and multiple policy areas 5: Exceptional analysis of EU AI policy, including nuanced understanding of regulatory approaches and ethical considerations

Criterion B) Comparison with US Approach (0-5 points)

  1: No comparison made with US approach to AI regulation 2: Superficial comparison, lacking specific details 3: Clear comparison of at least one key difference between EU and US approaches 4: Well-developed comparison of multiple differences, with some analysis 5: Insightful analysis of differences, including potential implications for AI development and use

Criterion C) Group Presentation Quality (0-5 points)

> *1: Disorganized presentation with little evidence of group collaboration 2: Basic presentation covering some required elements 3: Clear presentation with evidence of group consensus on main points 4: Well-organized presentation demonstrating good collaboration and understanding 5: Exceptional presentation showing deep collaboration, critical thinking, and engagement with the topic*

Total possible points: 15

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Focus Topics (4 groups, flexible number of students per group based on class size)

Topic: Employment	Topic: Translation	Topic: Education	Topic: Governance
1. Regulating general-purpose AI: Areas of convergence and divergence across the EU and the US	1. Regulating general-purpose AI: Areas of convergence and divergence across the EU and the US	1. Regulating general-purpose AI: Areas of convergence and divergence across the EU and the US	1. Regulating general-purpose AI: Areas of convergence and divergence across the EU and the US
2. EU AI Act	2. EU AI Act	2. EU AI Act	2. EU AI Act
3. Rising with the machine: AI and the future of work	3. How AI is changing work for EU translators	3. Council of Europe promotes AI in education while safeguarding rights	3. EU AI Act sets the stage for global AI governance: Implications for US companies and policymakers
4. Rise Of The Machines: Major Parts Supplier Axing 10,000 Jobs In Europe, Will Rely More On AI	4. Could AI save Europe's rare and endangered languages from extinction?	4. Use of AI in education: Deciding on the future we want	4. AI Discrimination Risk: Workday and Other HR Software Under Fire

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Presentation Day Suggested Procedure:
(Student Groups scored via Assessment Criterion C described above)

10 minutes - Final Touches on Poster/Presentations
40 minutes - Groups Share Article Big Picture Presentations and Q&A

Closing Reflection: *Think back to your opening comments at the start of class yesterday about the positive and negative uses of AI. How has your knowledge changed or transformed throughout this learning process? Reflect in writing for 5 minutes.*

Final Written Response - Students select one (1) from the following:

➔ ***"Future of AI" Creative Writing: Write a short story or mock article set in the near future, exploring the potential consequences (positive and negative) of current AI policies in the EU, using specifics from the readings and presentations.***

   OR

➔ ***AI Policy Proposal: You may draft your own AI policy proposal for a specific sector (e.g., education, healthcare), considering EU guidelines and ethical implications. You must use specifics from the readings and presentations.***

Assessment:

Many schools provide their own rubrics for writing assignments. If one is not readily available or widely used, the following criteria is suggested for evaluation of the Final Written Response:

1 - Clearly articulated content
2 - Connections to EU AI Policy and lesson content
3 - Spelling, Grammar and Mechanics