Idaho Artificial Intelligence (Draft June 2026)

Grades 9–12

AI FLUENCY The AI Fluency standards are introductory standards recommended for 9th and 10th-grade students to develop the essential competencies required to navigate, utilize, and critically evaluate artificial intelligence in academic and professional settings. These standards emphasize the importance of discerning when to integrate AI tools versus traditional methods, while fostering an understanding of AI's cognitive impact, the mechanics of simulated environments, and the ability to interpret and communicate AI-generated outputs effectively. By bridging computing knowledge with personal and career goals, these standards aim to cultivate the critical thinking skills necessary for students to approach AI with a balanced perspective on its potential and its limitations.

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Appropriate Use

9-12.AIF.AU.1 Understand when AI versus non-AI solutions are appropriate. Clarification: Appropriateness is context-dependent. The goal is for students to develop the critical thinking skills to evaluate this on a case-by-case basis. 9-12.AIF.AU.1

9-12.AIF.AU.2 Recognize that some AI can handle cognitive tasks, but reliance on AI might diminish individual human cognitive and emotional development. Example: A student can use an AI tool to generate a report or do other schoolwork that is designed for student cognitive development. Moreover, some people use “AI Companions” for emotional support, which may affect recognition of human emotion in negative ways. 9-12.AIF.AU.2

9-12.AIF.AU.3 Explain the difference between physical and simulated environments. 9-12.AIF.AU.3

9-12.AIF.AU.4 Understand that Large Language Models (LLM) are just one type of AI model and that others exist with different purposes. Example: LLMs are trained on natural language text and generate text, whereas diffusion models are used for image generation, decision tree models can classify, linear regression models can predict numeric values, etc. 9-12.AIF.AU.4

College and Career Readiness

9-12.AIF.CC.1 Interpret AI output and be able to communicate those to a diverse audience. Example: Students are tasked with generating AI outputs for a specific assignment and then they share with the class the different solutions. 9-12.AIF.CC.1

9-12.AIF.CC.2 Connect AI knowledge and skills needed to achieve students’ personal goals and career aspirations. 9-12.AIF.CC.2

Evaluation and Critical Thinking

9-12.AIF.ECT.1 Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility. 9-12.AIF.ECT.1

9-12.AIF.ECT.2 Recognize and understand that AI systems are a technology that uses patterns in data to make decisions or generate new things. Example: LLMs were trained on older writings that used the em dash consistently, hence why LLMs rely on the em dash so frequently. 9-12.AIF.ECT.2

9-12.AIF.ECT.3 Analyze the potential biases and limitations of AI output. Example: An example of a bias is, when asked about doctors, AI models generally assume doctors are all male. An example of one limitation is the fact that AI models can produce erroneous output (i.e., hallucinations). 9-12.AIF.ECT.3

9-12.AIF.ECT.4 Analyze how choice of data sets used to train AI models can lead to potential bias in the output. Example: A camera's face recognition tool only works on people with specific skin pigments due to input/training data. 9-12.AIF.ECT.4

9-12.AIF.ECT.5 Recognize when an AI model produces erroneous outputs (i.e., hallucinations). Example: An LLM creates a report that cites a document that doesn't actually exist. 9-12.AIF.ECT.5

9-12.AIF.ECT.6 Give examples of how humans combine information from different bodily sensory inputs to make sense of the world, and compare that to how AI models learn about the world. Example: LLMs largely learn from text written by humans, whereas humans use vision, olfactory, haptics, geolocation, etc., to ground their understanding of the world. 9-12.AIF.ECT.6

9-12.AIF.ECT.7 Recognize and understand how AI agents can accomplish a defined task. 9-12.AIF.ECT.7

Application

9-12.AIF.AP.1 Use an AI tool to critique student work. Example: A student can use AI to ask for editorial feedback on a written assignment and make use of that to improve their writing. 9-12.AIF.AP.1

9-12.AIF.AP.2 Use AI tools to generate code for a simple coding project. Clarification: Students run the code and evaluate the code's output but do not need to fully understand the code itself. 9-12.AIF.AP.2

9-12.AIF.AP.3 Construct AI agents to accomplish a defined task. 9-12.AIF.AP.3

AI IMPACT The AI Impact standards are higher level standards recommended for 11th and 12th-grade students to explore the broader consequences of artificial intelligence on learning, ethics, and society. These standards guide students in analyzing the distinctions between human and AI problem-solving, reflecting on and evaluating the

Ethics and Privacy

9-12.AII.EP.1 Evaluate the ethical implications of how AI has changed since GenAI has become commonplace Example: Each content area can focus on how GenAI has impacted and changed aspects within their field (like writing, music, art, social media, math, etc). 9-12.AII.EP.1

9-12.AII.EP.2 Analyze how AI tools shape user experiences for people with diverse backgrounds and characteristics. Example: Real-time translation tools and AI-driven accessibility features (like speech-to-text for the hearing impaired or image-to-text descriptions for the visually impaired) remove barriers for non-native speakers and people with disabilities. 9-12.AII.EP.2

9-12.AII.EP.3 Explore the societal, environmental, and ethical implications of large-scale data collection and processing and how this relates to AI applications. 9-12.AII.EP.3

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ethical considerations of data collection and AI application. By examining how AI influences diverse fields such as writing, art, and cybersecurity, these standards equip students to assess the risks, benefits, and long-term societal impacts of emerging technologies, fostering responsible and informed decision-making.

9-12.AII.EP.4 Assess how unauthorized data collection has influenced the practice of training AI models. Example: An AI model is trained on art without the artist's permission which can lead to legal implications and can change the training process. 9-12.AII.EP.4

9-12.AII. EP.5 Analyze the benefits, risks, and ethical implications of AI in cybersecurity. 9-12.AII. EP.5

Impact on Society

9-12.AII.IS.1 Evaluate AI-generated output to assess bias, accuracy, and potential harms. 9-12.AII.IS.1

9-12.AII.IS.2 Analyze how workers in different careers use AI to solve problems. 9-12.AII.IS.2

9-12.AII.IS.3 Analyze how decisions made at different stages of working with data can lead to biased data, misleading conclusions, and compromised AI models. Example: In a statistics or math course, students can take a collection of data and submit into an AI system then compare the differences. 9-12.AII.IS.3

9-12.AII.IS.4 Debate perspectives on differences between human and artificial intelligence and their implications for consciousness, creativity, ethics, and human responsibility. 9-12.AII.IS.4

9-12.AII.IS.5 Evaluate how human choices in using, designing, deploying, and regulating AI technologies have risks, benefits, and long-term impacts. 9-12.AII.IS.5

AI TECHNICAL APTITUDE
The technical aptitude standards are recommended for 9th to 12th-grade students who want a deeper understanding of technical aspects of AI including, but not limited to, computer science or other engineering students. Technical aptitude refers not to the using of AI, but rather to the 'building' of AI models. Building an AI model includes an understanding of data collection, preparation, an
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Data and Analysis

9-12.AITA.DA.1 Use a digital tool to clean and organize text-based data. Example: Students can split text into words, sort by frequency or collate, normalize spelling, remove punctuation, and make everything lowercase. 9-12.AITA.DA.1

9-12.AITA.DA.2 Evaluate different approaches to verifying consistency and compliance with expected data types, values, and ranges. Example: While preparing a data source for use, a column of numerical data has a row with a word/string. 9-12.AITA.DA.2

9-12.AITA.DA.3 Examine the procedure of how data is used to train machine learning models. Clarification: The lifecycle of collecting and munging data, identifying features, and creating train/dev/test data splits. 9-12.AITA.DA.3

9-12.AITA.DA.4 Apply data acquisition, cleaning, and transformation techniques to prepare data for AI analysis. Example: Use something like NotebookLM to scrape a website, then pull specific data out of the result for analysis. 9-12.AITA.DA.4

abilities, an understanding of model development workflow is important, including how data affects which model to choose, how model choice affects results, and how to interpret results. Finally, it is important to understand the broader context of how machine learning and AI affect individuals and societies.

9-12.AITA.DA.5 Investigate ways to improve the accuracy of a machine learning model and reduce bias by refining the quality of examples and nonexamples in the training data. Clarification: Students don't actually need to train a classifier, rather they can look at datasets and determine what might need to be done to improve the model, by augmenting the data. Example: A speech recognizer only recognizes adult, male, standard American English speakers because it was trained on news transcripts from the 1960s. Augmenting with women and children and with more varied accents would make the recognizer more robust. 9-12.AITA.DA.5

9-12.AITA.DA.6 Justify the selection of a type of machine learning model to accomplish a task. Example: The XOR problem is best solved by rule-based logic (and is not solvable with a linear classifier), but ambiguous problems like question-answering using text are better solved with data on more complex models like LLMs. 9-12.AITA.DA.6

9-12.AITA.DA.7 Evaluate training data by examining its source, quality, representativeness, potential biases, and privacy implications. Example: Pick a dataset commonly used to train a model like ImageNet and critique it on the listed criteria. 9-12.AITA.DA.7

AI Methods

9-12.AITA.AIM.1 Create an application using pre-existing supervised learning models to make predictions or classifications. 9-12.AITA.AIM.1

9-12.AITA.AIM.2 Integrate a prebuilt AI agent into an application. 9-12.AITA.AIM.2

9-12.AITA.AIM.3 Discuss how a machine learning model generates classifications or predictions. Clarification: Machine learning is different from classical programming in that data is used to 'write' functions that take inputs and return outputs. 9-12.AITA.AIM.3

9-12.AITA.AIM.4 Justify whether a problem is best solved using procedural instructions, rule-based logic, data-driven methods, or a combination of these approaches. Example: Logistic regression for a binary task on an edge device, a decision tree for 20 questions, and a neural network for image classification. 9-12.AITA.AIM.4

9-12.AITA.AIM.5 Understand the differences between common machine learning models. Example: Common models include logistic regression, decision trees, and neural networks. 9-12.AITA.AIM.5

9-12.AITA.AIM.6 Evaluate the features and limitations of a machine learning model. Example: A decision tree can show feature importance, but it is limited in how it works. Logistic regression, likewise, is a linear classifier that cannot solve the XOR problem. 9-12.AITA.AIM.6

9-12.AITA.AIM.7 Plan safeguards for AI systems that protect human well-being and privacy while ensuring meaningful human involvement in decision-making. Example: Web search can return anything, or you can filter it for child-appropriate content. 9-12.AITA.AIM.7

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9-12.AITA.AIM.8 Examine the procedure of how data is used to train machine learning models. Example: Looking at the complete data lifecycle including collecting, data munging, feature engineering, and creating training, development/validation, and test data splits. 9-12.AITA.AIM.8

9-12.AITA.AIM.9 Interpret AI results using common metrics and be able to communicate those to a diverse audience. Example: A credit card fraud classifier is 99.9% correct using an accuracy metric, but that's only because 99.9% of transactions are not fraudulent. 9-12.AITA.AIM.9