Alma AI Fluency **Curriculum**

A personalized, human-centered learning experience for the AI age.

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OVERVIEW

A personalized, human-centered learning experience for the AI age

Students are already using AI for schoolwork, creative projects, and everyday decisions, often without much guidance about how it works. Alma gives them the knowledge and practice to question what AI produces, decide when it is useful, and use it responsibly.

70%

of teens **use AI for schoolwork**

73%

say **no teacher has talked with them** about what AI is or how it works

Source: 2026 Common Sense Media survey

> AI fluency means understanding how AI works and where it falls short, questioning what it produces, using it with purpose, and deciding when it should or should not be used.

Students learn by doing. They teach models, test ideas, compare outputs, create projects, and explain their choices. Alma provides the adaptive learning experience, while teachers provide the judgment, encouragement, and human guidance students need.

Alma is designed for grades 7–9 and can be offered within the school day, as an elective, or through another flexible format that fits the school's schedule. Schools can shape the pacing around their goals and available instructional time. Teachers need no prior AI knowledge to begin, and custom implementation is available.

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What Students Develop

Alma teaches students how to understand and use AI. The projects also give them regular practice with five areas that support their learning and growth.

01

AI Knowledge and Agility

Understanding how AI works, using it thoughtfully, and continuing to learn as the tools change

02

Skills

Critical thinking and problem solving, along with curiosity, creativity, communication, and teamwork

03

Resilience

Staying engaged through difficulty, choosing an effective next step, and learning from the experience

04

Capability and Belonging

Knowing your ideas matter and that you can contribute

05

Values

Making responsible choices, acting with integrity, and considering the impact on others

Safety is part of every area. Students need room to ask questions, test ideas, make mistakes, and learn from them.

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FIVE COMPETENCIES

How Students Work With AI

Alma's curriculum develops five competencies: Navigate, Evaluate, Direct, Incorporate and Shape. They are not tied to a specific year or taught once and left behind. Students revisit and combine them as they work through different problems. The milestones remain consistent for every student. Bloom's Revised Taxonomy shows how the work deepens, and the mastery criteria explain what progress looks like.

COMPETENCY	CORE QUESTION	WHERE STUDENTS MEET IT	WHAT MASTERY LOOKS LIKE
Navigate	What is this system doing to me, and who is really deciding?	Everyday AI, feeds and recommenders, data and privacy	Notices when AI is present, identifies its role, and chooses how to respond
Evaluate	What is this trying to make me think, feel, or do, and should I accept, revise, reject, or share it?	Purpose, accuracy, bias, relevance, credibility, provenance, and authorship	Assesses the output and justifies whether to accept, revise, reject, or share it
Direct	How do I get this tool to do what I actually want?	Prompting, tool selection, text, images, sound, and no-code tools	Frames the task, breaks it into parts, directs tools, evaluates, and refines
Incorporate	What role do I want AI to play in my life?	Identity, relationships, learning, work, and civic life	Makes a deliberate choice and explains why
Shape	What should this system be, and how do I help make it so?	Live AI systems, data, recommenders, bias, norms, design, test cases, and user feedback	Investigates how the system works, tests it against defined criteria and user needs, and uses feedback to improve it

The Curriculum Arc

The curriculum begins with how AI works, then moves into using tools, comparing outputs, examining bias, and building a multimodal project. Navigate, Evaluate, and Direct provide the foundation, while Incorporate and Shape move into application as students make choices about their own lives and the systems around them. Alma automatically adjusts sequence, topics, pacing, and scaffolding for each student while keeping required milestones consistent.

CURRICULUM AREA	WHAT STUDENTS EXPLORE	COMPETENCIES EMPHASIZED	WHAT STUDENTS SHOW
Understanding AI systems	Language models, computer vision, classification, recommendation systems, the human labor behind AI, and energy and natural resource use	Navigate and Direct	Explanations, model tests, classifier designs, recommendation analyses, and system impact analyses
Creating and choosing with AI	Designing a recommendation tool, deciding which data matters and writing rules and constraints for different users	Navigate and Direct	A recommendation-system design, selected data inputs, written rules and constraints, an explanation of how the system reaches its recommendations
Judging systems and outputs	Training data, bias, credibility, provenance, multimodal media	Navigate and Evaluate	Bias analyses, revisions, source checks, evidence-based judgments
From idea to impact	Project planning, a multimodal post, a mock trial on copyright and authorship, a pitch and a final presentation	Direct and Evaluate	A coherent project, authorship argument, presentation, and reflection

Representative learning experiences

01 Build a basic classifier, review its predictions, and discuss where human judgment still matters

02 Study how recommendation systems decide what to show, what to leave out, and what keeps people engaged

03 Create a research-based multimedia explanation of a scientific or historical topic, documenting prompts, revisions, rejected outputs, and the reasoning behind key decisions

04 Compare models on the same task and identify unrequested assumptions, bias, and differences in fit

05 Explore how computers represent images and sound, then create multimodal work with text, visuals, and music

06 Plan and produce a values-driven post for a defined audience and call to action

07 Put an AI-assisted project "on trial" to debate copyright, attribution, platform rights, and human authorship

08 Present finished work, explain the division of work between the student and AI, respond to questions, and make an informed sharing decision

WHAT EACH UNIT INCLUDES

Units are built around a core question, clear terms, Bloom-aligned objectives, teacher guidance, hands-on activities, differentiation, common misconceptions, and assessment. Students have to explain their thinking, not just produce something that looks polished.

Bloom's Revised Taxonomy

Each competency uses Bloom's Revised Taxonomy to move from understanding and application into analysis, evaluation, and creation. Alma automatically adapts support as students work toward the same required milestones.

STEP 01
Explain
how training data shapes a model

STEP 02
Use
that idea in a task

STEP 03
Compare
outputs

STEP 04
Evaluate
bias and trust

STEP 05
Create
something original

For example, a student may first explain how training data shapes a model, then use that idea in a task, compare outputs, evaluate bias and trust, and create something original.

Personalization and Scaffolding

Every student works toward the same milestones and evaluation criteria. A milestone is a required learning checkpoint every student must meet, even when sequence, topics, pacing, and support differ. Alma automatically adjusts those elements for each learner.

Within each unit, Alma's Socratic tutor asks guiding questions and offers feedback and hints. The platform can personalize sequence, pacing, and scaffolding. The tutor supports students within the current unit rather than automatically selecting the next activity. Support can also vary in structure, language, response format, and depth. A student may need more guidance, a different way to show understanding, or a more challenging branch.

The goal is access without lowering the standard. Students still need to explain their thinking, apply what they know, and show progress against the same criteria. Support responds to what the student has demonstrated so far.

ALIGNMENT

Standards and Framework Connections

COMMON CORE

Common Core State Standards

The curriculum supports Common Core ELA and literacy practices, including using evidence, evaluating claims and sources, researching, writing for a purpose and audience, discussing ideas with others, and presenting a clear line of reasoning. It adds an AI fluency layer; it does not replace grade-level content standards.

ISTE

ISTE Standards for Students

The curriculum supports practices reflected in the ISTE Standards for Students, including empowered learning, digital citizenship, knowledge construction, innovative design, computational thinking, creative communication, and collaboration.

BLOOM'S

Bloom's Revised Taxonomy

Learning objectives move from remembering and understanding into applying, analyzing, evaluating, and creating. Students are asked to use and explain what they know, not only recall it.

OECD AND EUROPEAN COMMISSION AI LITERACY FRAMEWORK

Alma's curriculum is built on the framework's four domains: Engage with AI, Create with AI, Manage AI, and Shape AI, together with its Knowledge, Skills and Attitudes taxonomy. Navigate and Evaluate connect most directly to Engage with AI. Direct connects to Create with AI and Manage AI. Incorporate draws on Engage with AI and Manage AI. Shape culminates in Shape AI, drawing on Engage with AI as students investigate impacts and ethical questions. The framework was developed by the European Commission and the OECD with support from Code.org and contributes to the Innovative Domain of PISA 2029.

Alma turns that framework into five ways students work with AI. Navigate is about everyday AI; Evaluate is about judging AI-generated content; Direct is about using tools deliberately; Incorporate is about deciding what role AI should play in learning and life; and Shape is about taking part in how AI systems develop. Understanding how AI works, and where people's choices enter the system, supports all five.

How Alma Measures Mastery

Mastery is about what students understand, how they reason, and the choices they make. A polished AI output is not enough.

- **Conceptual understanding**
  Can the learner explain how the system works and where it may fail?
- **Intentional use**
  Can the learner decide whether AI belongs, choose a tool, set criteria, and refine the result?
- **Ethical judgment**
  Can the learner reason about privacy, authorship, impact, and responsible sharing?
- **Transfer**
  Can the learner apply the same habits to a new system, subject, or real-world problem?
- **Evaluation**
  Can the learner judge purpose, accuracy, bias, relevance, credibility, provenance, and authorship, then justify whether to accept, revise, reject, or share an output?
- **Human contribution**
  Can the learner identify what they decided, changed, rejected, and added?
- **Communication**
  Can the learner present the work, support claims with evidence, and respond to questions?

Evidence comes from quick checks, explanations, tool comparisons, project work, reflections, peer feedback, and presentations. Shared milestones let teachers track progress even when students move through different sequences or receive different levels of support.

FOUNDATIONS

Human Development Is a Foundational Part of the Curriculum

Critical thinking, resilience, and agency are not add-ons. Students question assumptions, separate evidence from confident-sounding output, compare alternatives, recognize bias, explain their reasoning, and change their view when the evidence changes.

Alma treats resilience as more than persistence. Students practice staying engaged when something is difficult, choosing an action that moves them forward, and carrying what they learn into the next challenge. Resilience is practiced within the learning itself. When a prompt fails, instructions are unclear, feedback is difficult to hear, or a project does not work as expected, students learn to recognize Fight, Flight, or Freeze; pause; use a regulation tool; change perspective; identify what they can influence; and choose what to do next.

> These are also AI fluency habits: notice what is happening, question the first answer, check claims against evidence, consider alternatives, stay with uncertainty, and act in line with your goals and values.

Become for Teachers

Alma teaches AI fluency. Teachers bring it to life. Become for Teachers is Alma's optional professional learning program for educators who want to build their own AI fluency and think more deeply about how they guide students who use AI. Teachers explore common questions and misconceptions, experience Alma as learners, and strengthen their role as mentors. Alma also includes the basic onboarding and training schools need to use the platform. No prior AI knowledge is needed.

01

Teacher as Learner

Teachers build a foundation in AI fluency, explore common misconceptions, experience Alma as learners, and understand how AI changes learning without diminishing their role.

02

Teacher as Mentor

Teachers learn when to step in, when to give students room to work, how to use dashboard insights, and how to ask questions that deepen thinking, judgment, resilience, and responsibility.

03

Teacher as Change Leader

Teachers bring AI fluency into daily practice, share what works with peers, and help build a school-wide culture of thoughtful, responsible learning.

The program combines foundational training, hands-on practice, classroom implementation, dashboard-informed reflection, and ongoing peer learning. Teachers meet throughout the year to share what is working, solve problems, and deepen their practice.

SAFETY AND STUDENT DATA

Alma's Socratic AI tutor works within each unit. It asks guiding questions and offers feedback and hints within age-appropriate guardrails. The tutor supports student thinking; it does not replace the teacher, and teachers can see student work in real time. The platform is built around FERPA and COPPA, and student data is never sold or shared.

A CONNECTED LEARNING ECOSYSTEM

AI supports the work. **It does not replace the teacher.**

Alma is built around the relationship between the learner, the teacher, and AI.

LEARNERS

May move through different sequences and levels of support, create work that makes their thinking visible, and learn that AI can be incomplete, biased, or wrong

TEACHERS

Lead the classroom and serve as mentors. They interpret progress, support students, and make the instructional decisions

THE PLATFORM

Can personalize sequence, pacing, and scaffolding; the Socratic tutor asks guiding questions and offers feedback and hints within age-appropriate boundaries

PEERS

Build, test, and discuss ideas together

SCHOOLS

Get a full curriculum, shared milestones, teacher support, and a common language for responsible AI learning

WHAT STUDENTS LEAVE WITH

Technology enables. **Humans lead.**

Students leave Alma able to understand how AI systems work and where they fall short, question and verify outputs, direct tools with purpose, decide what role AI should play in their lives, and help improve the systems around them.

They build the critical thinking, creativity, resilience, judgment, agency, and values needed for an AI-shaped world.

Interested in learning more?

Contact us: **info@almalabs.ai** | **almalabs.ai**