

AI Literacy Curriculum

Crossroads, Westlake, and Work Readiness Academy Modification Guide

Purpose

Students in our Crossroads, Westlake, and Work Readiness schools have diverse interests, backgrounds, and gifts along with profoundly different needs than many of their typical developmental peers. AI has the potential to provide students with tools that foster independence, creativity, voice, and self-advocacy. Our goal is to provide our students with the skills they need to live fulfilling lives with dignity and meaning. The comprehensive guide below is a modification of our four core units, focusing on standards-based essential elements and learning activities designed to challenge and engage students at their individual levels and in accordance with their IEPs.

Scope and Sequence

NOTE: *All listed resources are designed as educational tools to teach AI Literacy. They must not be utilized as unmonitored, student-facing interfaces. Any student interaction requires the active guidance and strict monitoring of educators to ensure no Personally Identifiable Information (PII) is shared, and to verify that both student inputs and AI outputs are developmentally and academically appropriate. Student safety, security, and mental health supersede any other real or perceived benefit of these tools.*

AI Overview, History, Safety, Privacy, and Security				
Competency Level	Learning Objectives	Suggested Activities	Resources	Essential Elements
Level 1 Pre-Literacy	Focus: Cause & Effect, Routine and Environmental Control, and Basic Device Differentiation. - Students will select an AI-driven media option (e.g., choosing between two songs on a smart speaker). - Students will activate a simple verbal or digital prompt to change	Sorting Activity: Students sort tangible objects or errorless choice picture cards into "Living / Real" (Dog, Teacher) vs. "Non-Living / Machine" (iPad, Alexa, Robot).	- DLM Mini-Maps Portal - Hardware & Smart Home Devices: e.g. Amazon Echo - Smart Plugs or Smart Bulbs - Tangible Object/ Picture Cards:	SCI.EE.2.LS.Ecosys-1 Differentiate between living and non-living items. ELA.EE.RI.K.7 With guidance and support, identify

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	their physical environment (e.g., triggering a smart light to turn on/off or requesting a routine video). Students will track and attend to a physical person versus an electronic device when a voice is speaking.		e.g. photo of teacher vs. photo of iPad/Alexa) - Color-coded physical bins labeled with high-contrast visual symbols for sorting real objects (stuffed animal = living; tablet = non-living). - Sesame Street / PBS Kids Clips: Short clips demonstrating robots vs. real people (e.g., Elmo meets a robot) to practice tracking living vs. electronic voices.	illustrations/objects that go with a topic.
Level 2 Beginner	Focus: Visual/Symbol Recognition, Requesting Assistance, and Simple Command Following. Students will use a simplified voice prompt or icon to ask an AI tool for assistance during a daily task (e.g., saying "Help" or pressing a "Help" icon to activate a smart assistant that alerts a	- Machine vs. Person: Show a video of a robot voice vs. a real person talking. Student selects the "Machine" or "Person" symbol. - Simple Prompting: Giving a one-word command to a smart speaker ("Music") to see a direct result.	- DLM Mini-Maps Portal - Smart Devices - Voiceitt App - Grid 3/ TouchChat /Proloquo2Go: Customized AAC grids featuring dedicated buttons	ELA.EE.RI.3.9 Identify similarities/differences between two texts or items on the same topic. ELA.EE.SL.3.6

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	teacher/caregiver). • Students will identify and select the specific app symbol for an AI/communication tool from a choice of two non-related icons (e.g., choosing the communication app icon vs. a blank square). • Students will follow a simple 1-to-2 step visual schedule delivered or managed by an AI/digital prompt system.		for "Help", "Alexa", or "Play Video". Can be integrated with smart assistants via Environmental Control System (ECS) pages. • Single-Message Speech-Generating Devices (e.g., BIGmack, AbleNet Step-by-Step): Pre-recorded switch triggers that activate a voice prompt to a nearby smart assistant or caregiver. • Digital & Visual Schedules • Choiceworks/ Visual Schedule Planner Apps • Tar Heel Reader: Adaptable, simplified digital books focusing on technology, machines, and digital safety icons.	Ask/answer questions or follow simple instructions.
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			Icon Choice Boards: High-contrast 2-choice arrays (e.g., Communication App icon vs. non-functional blank icon) on paper or tablet.	
Level 3 Intermediate	Focus: Preference Sorting, Simple Error Correction, and Basic Self-Advocacy. - Students will participate in a digital "Like/Dislike" sorting activity (e.g., giving a thumbs up/down to videos or music) and observe how the AI updates the choices based on their input. - Students will combine two symbols or words to form a functional request for an AI generation tool to communicate a feeling or desire (e.g., combining symbols for "Happy" + "Music" or "Dog" + "Picture"). - Students will identify the "Stop/Off" button or command on a device to independently end an interaction when they want privacy or feel overwhelmed.	- AI Word Wall: Use PECS or high-contrast icons for "Prompt," "AI," and "Computer." - Data Sorting: Students track their own preferences (e.g., favorite foods) and see how a chart "predicts" what they like, mapping to how AI uses data.	- DLM Mini-Maps Portal - Voiceitt App - Bing/Craiyon Image Generators - PECS / Core Vocabulary Boards with AI Symbols - Big Red Switch / Stop Icons	ELA.EE.L.3.5.a Determine the literal meaning of words/phrases in context. MATH.EE.MD.3.3 Sort objects into categories and count the results.

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Level 4 Proficient	Focus: Navigating Alternative Perspectives, Tool Selection for Independence, and Self-Expression. - Given a specific real-world problem, students will select the correct assistive digital tool to solve it (e.g., selecting a speech-to-text tool when they want to write a message, or an image tool when they want to show a concept). - Students will use a combination of words, eye-gaze selections, or icons to direct an AI agent to complete a multi-step life-skill task (e.g., "Call Mom" or "Find weather today"). - Students will indicate whether a digital output (like an AI-generated social story or schedule) accurately reflects their current mood or desire by accepting or rejecting the output.	- The Right Tool: Given a task ("I want a picture of a cat"), the student chooses between an AI image generator icon and a music app icon. - Co-Authoring: Student inputs a specific 2-3 word prompt into a text generator to create a short story for self-advocacy.	- DLM Mini-Maps Portal - Voiceitt App - Bing/Craiyon Image Generators - Text to Speech Tools. - Google Gemini (with teacher supervision) - Visual Social Stories - Choice Rating Scales	ELA.EE.RI.4.5 Identify elements that are characteristic of informational/digital texts. ELA.EE.W.3.2.a Select a topic and write/generate text about it including one fact or detail.
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Vocabulary				
Competency Level	Learning Objectives	Suggested Activities	Resources	Essential Elements
Level 1 Pre-Literacy	Focus: Cause & Effect (Input/Output), Device Boundaries	Input/Output Switch Play: Student activates a switch or icon	AbleNet Switches+SLAT	SCI.EE.2.LS.Ecosys -1

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	(Real vs. Not Real), and Expressing a Need for Help. • Student will demonstrate understanding of "Input" and "Output" by performing a physical action (e.g., pressing a switch, selecting an icon, or making a sound) to produce a specific digital result (e.g., playing music or lighting up a bubble tube). • Student will correctly categorize physical objects/people as "Real" versus electronic screens/devices as "Machine" using touch, sight, or symbol sorting. • Student will use a functional communication tool (e.g., an AAC "Help" switch, vocalization, or gesture) to signal a caregiver when a device stops responding or changes behavior unexpectedly.	("Give Input") to trigger a preferred item like a bubble machine or music ("Get Output"). • Help Request: When a device fails or freezes, the student uses an AAC single-message switch ("Help" / "Fix") to request assistance.	• Real vs. Machine Sorting Bins	Differentiate between living and non-living items. ELA.EE.SL.K.6 With guidance and support, communicate a need or want using vocalizations, signs, symbols, or gestures.
Level 2 Beginner	Focus: Visual Schedules (Instructions/Patterns), Making Predictions, and Interpreting Device Feedback. • Student will follow a 1-to-2 step visual sequence or digital instruction presented on an electronic schedule to complete a classroom task.	• Pattern & Prediction: Using an interactive board, show a repeating sequence (Red, Blue, Red, Blue). The student selects what the computer will "guess" comes next. • Feedback Cues: Practice identifying when a device gives "Good Feedback" (green light/chime) versus "Error" (red	• Real vs. Machine Sorting Bins • Choiceworks App	ELA.EE.L.3.5.a Determine the literal meaning of words and phrases as they are used in context. MATH.EE.MD.3.3 Sort objects or symbols into categories.

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	- Given a familiar repeating pattern (e.g., visual schedule order or music beat), the student will select a symbol or icon to predict "what comes next." - Student will differentiate between "Success" feedback (e.g., green checkmark, chime sound) and "Error" feedback (e.g., red "X", error buzz) to know if a machine instruction was carried out correctly.	light/buzz).		
Level 3 Intermediate	Focus: Symbol Recognition, Understanding Computer Rules ("Models"), and Identifying Preference ("Bias"). - Student will identify and select key technology symbols (e.g., "AI," "Computer," "Rule," "Choice") on an AAC board or visual menu when given a contextual prompt. - Student will engage with a simplified digital model by observing that setting a specific rule (e.g., picking a "Happy" icon) causes the device to consistently generate "Happy" choices (pictures, songs). - Student will recognize when a digital tool is showing a "preference" (e.g., an app that only recommends dog videos) and	- Symbol Word Wall: Student uses a communication matrix or high-contrast visual board to match terms ("Computer," "Choice," "Rule") to practical actions. - Bias/Preference Sorting: Show a computer app that only recommends cat videos. Student identifies that the machine "likes/favors" cats over dogs and corrects the preference.	Bitsboard Custom AI Deck	ELA.EE.RI.3.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic. MATH.EE.G.3.1 Identify common attributes of objects in a category.

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	select a new category icon to balance the choices.			
Level 4 Proficient	Focus: Safe Rules ("Alignment"), Combining Symbols ("Tokens"), and Evaluating Digital Tools. - Student will sort personal information and commands into "Safe Rules" (e.g., sharing a favorite song or first name with an AI tool) vs. "Unsafe Rules" (e.g., sharing passwords or home addresses). - Student will string together 2 to 3 visual symbols or word cards ("Tokens") in a row (e.g., [I Want] + [Cat] + [Funny]) to generate a custom digital output or message. - Student will compare two digital tools or communication apps and select the one that best fits a specific daily need (e.g., selecting a speech app to talk to a peer vs. a music app to relax).	- Safe vs. Unsafe Rules (Alignment): Student sorts rules into "Safe to share with a device" (First Name, Favorite Color) vs. "Keep Private" (Home Address, Passwords). - Building with Tokens: Student strings together visual icon "tokens" (e.g., [Want] + [Music] + [Fast]) to generate a custom playlist command.	PECS Velcro Token Strips	ELA.EE.W.4.2.a Select a topic and write/generate text about it including one fact or detail. ELA.EE.RI.4.9 Compare two texts or items on the same topic.

Uses and Tools				
Competency Level	Learning Objectives	Suggested Activities	Resources	Essential Elements
Level 1 Pre-Literacy	Focus: Tool Selection, Following	Choice Board Navigation: Present two large targets on an iPad: a	AAC Symbol Boards	SCI.EE.2.LS.Ecosys-1

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	Routines, and Cause & Effect. - Given a specific goal, the student will choose the appropriate digital tool icon (e.g., selecting a camera icon to take a picture vs. a music icon to play a song). - With guidance and visual prompts, the student will follow a 2-to-4 step visual schedule managed on a digital device. - The student will match a digital tool to its specific product or output (e.g., matching an AI photo app to a picture, or a voice app to a sound).	Camera Icon and a Music Icon. Student selects the camera when asked to take a friend's picture.	First-Then Visual Schedules	Differentiate between living and non-living items. ELA.EE.RI.K.7 Identify illustrations/objects that go with a topic.
Level 2 Beginner	Focus: Assistive Features, Schedule Support, and Simple Prompt Refinement. - The student will independently activate a digital accessibility tool (e.g., text-to-speech or speech-to-text) to assist in reading a visual story or writing a message. - The student will use an AI voice assistant or visual schedule app to set a daily reminder or organize classroom tasks (e.g., "Remind me to pack my bag at 2 PM"). - The student will modify an AI request by adding a sensory preference (e.g., asking for an	- Voice Reminders: Student uses a pre-recorded AAC button to say, <i>"Alexa, set a timer for lunch."</i> - Visual Prompting: Student selects a [Show Pictures] icon when using an image-generation search tool.	- Built-In Dictation &TTS - Visual Choice Prompt Cards	ELA.EE.SL.3.6 Follow simple instructions or ask/answer questions. ELA.EE.RI.3.7 Use information gained from illustrations to demonstrate understanding.

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	explanation "with pictures" instead of "with words").			
Level 3 Intermediate	Focus: Functional Money Skills, Budget Choice-Making, and Career Exploration. - The student will use an AI choice-making app or visual guide to compare two budget items (e.g., "Spend money on a soda now" vs. "Save money for a movie ticket later"). - The student will select personal strengths or hobbies using AAC/visual symbols ([I like animals]), and review AI-generated visual options for matching vocational or job tasks.. - The student will use a simple prompt script or AAC device to ask an AI tool questions about a job (e.g., "What does a grocery bagger do?").	Visual Career Sorting: Student selects interest symbols ([Pets], [Outside]). Teacher inputs them into an AI image generator to display pictures of a dog walker, park helper, or vet assistant for the student to rate.	- Canva + Image Generator - Save vs. Spend Sorting Trays	MATH.EE.MD.3.3 Classify objects or data into categories. ELA.EE.RI.4.9 Compare two items on the same topic.
Level 4 Proficient	Focus: Self-Advocacy Statements, Portfolio/Profile Building, and What-If Safety Planning. - The student will indicate how an AI or digital tool helped them complete a project (e.g., selecting a symbol stating <i>"I used speech-to-text to write this"</i>). - The student will interact with a	AI Usage Card: When turning in a project, the student attaches a visual check-card: [I Brainstormed]; [I Used Voice-to-Text]; [I Checked My Work].	- Visual Usage Disclosure Cards - Digital Risk Boundary Board	ELA.EE.W.4.2.a Select a topic and write/generate text about it. ELA.EE.L.4.6 Use domain-specific words in context.

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	simulated scenario to identify a safe response to a financial or digital risk (e.g., identifying what to do if a device asks for a credit card number). The student will assemble a digital portfolio of personal skills and work preferences using an AI-assisted visual template for job applications.			
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Academic Integrity, Intellectual Property, Bias, and Digital Citizenship (Ethical Use)				
Competency Level	Learning Objectives	Suggested Activities	Resources	Essential Elements
Level 1 Pre-Literacy	Focus: Asking Permission (Ownership), Human Validation (Checking Mistakes), and Real vs. Pretend. - The student will ask for permission (using speech, AAC, or a gesture) before touching, taking, or altering someone else's physical or digital work (e.g., another student's drawing or tablet screen). - The student will demonstrate that computers make mistakes by pointing out an intentional "error" in a digital image or audio output (e.g., pointing out a blue cow or a	- Permission Practice: Before tapping an iPad screen held by a peer, the student presses an AAC switch that says "<i>Can I look?</i>" or uses a touch gesture. - Fact/Fiction Sorting: Sort photos of real classroom pets vs. AI-generated cartoon animals into "Real" and "Computer Pretend" trays.	- Permission Communication Cards - Real vs. Computer sorting mats	ELA.EE.SL.K.1 Participate in collaborative communication routines. SCI.EE.2.LS.Ecosys-1 Differentiate between living and non-living or real/pretend items.

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	floating hat in a computer picture). The student will categorize simple statements or pictures as "True/Real" versus "False/Pretend" using visual sorting mats.			
Level 2 Beginner	Focus: Fairness (Sharing/Inclusion), Fact vs. Opinion, and Simple Attribution (Giving Credit). - The student will attach a visual label or symbol (e.g., a "Made with Computer" sticker or AAC phrase) to work generated with digital assistance. - The student will identify whether a group activity or digital image result is "Fair" (includes everyone/shares) or "Unfair" (leaves someone out) using visual emotion icons. - Given simple statements or digital cards, the student will categorize information into "Fact" (can be checked) versus "Opinion/Preference" (how someone feels).	- Attribution Stamps: When printing a picture co-created with an image generator, the student attaches a visual stamp: [Created by Me + Computer]. - Fairness Check: View computer search results for "Doctor" images. If all pictures show only men, the student tags it as "Unfair / Leaves People Out."	- Visual Attribution Stickers ("Co-created with AI" or "My Own Work") - Emotion Rating Cards (Fair/Unfair)	ELA.EE.RI.3.8 Identify points supporting an idea in a text. ELA.EE.L.3.5.a Determine word meanings in context.
Level 3 Intermediate	Focus: Collaborator vs. Copying (Honesty), Data Privacy, and Identifying Computer Preference (Bias).	Privacy Stop-Sign Board: Given picture cards (Home Address, Favorite Color, Password, Dog's Name), the student sorts sensitive data under a Red "STOP / Keep	- Privacy Sorting Trays (Private/Mine vs. Share) - AI Helper Choice	ELA.EE.W.3.2.a Generate text/content on a topic with facts. ELA.EE.RI.3.4

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	- The student will distinguish between using an AI tool as a "Helper" (choosing an idea or checking spelling) versus "Copying" (claiming computer-made work as entirely their own). - The student will identify items that are "Private / Do Not Share Online" (e.g., photos of self, full name, passwords) versus "Public / Safe to Share" (e.g., favorite color, animal preference). - The student will identify when an AI recommendation tool shows favoritism (e.g., a computer that only suggests games for boys) and use AAC/symbols to request a fair option for everyone.	Private" sign.	board (my work, computer work, together)	Determine key word meanings in text.
Level 4 Proficient	Focus: Personal Use Boundaries (Personal Policy), Detecting Spin/Slant, and Evaluating Machine Decisions. - The student will select and publish a visual "Personal Rules for AI" chart indicating when they will use digital helpers (e.g., [Yes for Brainstorming], [No for Copying Words]). - The student will review two AI-generated descriptions or images on the same topic and identify which one contains	Personal Policy Chart: The student completes a visual choice grid displaying: <i>"I use AI for [Music/Ideas], I do NOT use AI for [Writing My Name/Testing]."</i>	Self-Advocacy Communication Tools	ELA.EE.RI.4.8 Identify reasons supporting a point. ELA.EE.W.4.2.a Select a topic and detail personal preferences.

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	biased language or inaccurate information. • The student will identify an unfair automated decision (e.g., a computer filter blocking a preferred AAC communication app) and use a self-advocacy script/button to request human review.			
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