



AI Literacy Curriculum

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Philosophy

The UCESC AI Literacy Curriculum is grounded in the belief that artificial intelligence literacy is a right, not a privilege. All students bring valuable and diverse ways of thinking that strengthen, rather than limit, engagement with AI concepts.

Standards Alignment

The AI Literacy Curriculum includes instruction aligned to the following New Jersey Student Learning Standards (NJSLS) and Information Literacy Guidelines

[New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills](#)
[New Jersey Student Learning Standards for Computer Science and Design Thinking](#)

Our Modification Guide for our students at Crossroads School, Westlake School, and Work Readiness Academy includes instruction and learning activities aligned with the DLM Essential Elements in ELA, Math, and Science

AI Literacy Curriculum

Four Units of Study

AI Overview, History, Safety, Privacy, and Security: This unit focuses on defining and explaining what Artificial Intelligence is, where it came from, and how to interact with it without compromising personal safety.

Vocabulary: This unit focuses on “AI fluency,” equipping students with the specific terminology needed to understand how the technology works and to discuss it accurately.

Uses and Tools: This unit covers how AI is currently used in the real world and gives students hands-on experience with specific, developmentally appropriate tools.

Academic Integrity, Intellectual Property, Bias, and Digital Citizenship: This unit focuses on the “human” side of AI, including the ethics, rules, and responsibilities of living and working in an AI-integrated society.

Competency Levels

Level 1 Pre-Literacy: Grades Pre-K - 2, Special Needs (CR, WL, WRA): Foundational

Level 2 Beginner: - Grades 3-5, Special Needs (CR, WL, WRA): Early Emergent

Level 3 Intermediate - Grades 6-8, Special Needs (CR, WL, WRA): Emergent

Level 4 Proficient: - Grades 9-12 and 18-21-year-old students, Special Needs (CR, WL, WRA): Successor

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Scope and Sequence

*It is understood that students with severe cognitive disabilities will be provided with instruction, resources, and support appropriate to their developmental level and ability and in accordance with their IEPs. See [Modification Guide for Crossroads, Westlake, and Work Readiness Academy](#) for more information.**

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	Differentiation and Modification	Standards
Level 1 Pre-Literacy	- Students will understand that AI tools are not humans - Students will identify safe interactions with devices	- The "Human vs. Machine" Living/Non-Living Sorting Task - The "Inside/Outside" Privacy Mask Project "Trusted Adult" Help-Button Creation - The "Information Snack" Digital Footprint Trail "Red Light/Green Light" Device Safety Simulation - The "Pretend Brain" Anatomy Collage "Where Does the Data Go?" Classroom Map	Be Internet awesome MIT RAISE Day of AI	- Focus on concept exposure: Focus on concept exposure, not mastery. - Story-based instruction: Use story-based instruction instead of abstract definitions. - Visual explanations: Provide visual explanations (pictures or icons). - Scaffolded responses: Provide sentence starters and choice-based responses. - Accessible activities: Use AAC-compatible activities.	9.4.2.DC.1 9.4.2.DC.2 9.4.2.DC.3 9.4.2.DC.4 9.4.2.DC.5 9.4.2.DC.6 9.4.2.TL.4 9.4.2.TL.5 8.1.2.CS.2 8.1.2.NI.1 8.1.2.NI.2 8.1.2.NI.3 8.1.2.NI.4 8.1.2.IC.1 8.2.2.ITH.1 8.2.2.ITH.2 8.2.2.ITH.3 8.2.2.ITH.4 8.2.2.ETW.1 8.2.2.EC.1

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Level 2 Beginner	- Students will recognize AI in daily life - Students will provide sample instructions to a person or a simple program - Students will understand that content comes from a human or a machine	- AI History Timeline Construction "Data Diets" Privacy Comparison - The "Unplugged" Security Protocol Poster "Fix the Bot" Bias Awareness Simulation	NetSmatz (by NCMEC) - Lessons be Internet awesome Common Sense Media AI Literacy Lessons MIT RAISE Day of AI	- Prioritize conceptual understanding: Prioritize conceptual understanding (how AI learns, not how to code it). - Pre-teach key vocabulary: Pre-teach key vocabulary with visual word banks and real examples. - Structured student explanations: Allow short, structured explanations from students. - Reduce cognitive load: Reduce the number of examples students must analyze while keeping the concept intact.	9.4.5.CT.3 9.4.5.DC.5 9.4.5.DC.6 9.4.5.DC.7 9.4.5.IML.5 9.4.5.TL.1 8.1.5.CS.1 8.1.5.CS.2 8.1.5.CS.3 8.1.5.NI.2 8.1.5.IC.1 8.2.5.ED.5 8.2.5.ITH.1 8.2.5.ITH.2 8.2.5.ITH.3 8.2.5.ITH.4 8.2.5.NT.2 8.2.5.NT.4 8.2.5.ETW.3
Level 3 Intermediate	- Students will identify vocabulary associated with AI - Students will create more complex prompts - Students will understand that content comes from a human or a machine - Students will be able to understand the ethical considerations of AI - Students will identify when AI is appropriate for gathering, organizing, analyzing, and presenting information, as well as when AI is appropriate	- The "AI Terminology" Interactive Concept Map "The Prompt Lab" Iterative Design Challenge "Deepfake vs. Real" Media Literacy Audit -The "Ethics Jury" Case Studies - The "Tool for the Task" Decision Matrix "Encryption Escape Room" Privacy Simulation - AI Historical Impact Multimedia Presentation	Common Sense Education How to Write Good AI Prompts Student AI Integration Grammarly - The Faculty Guide to Getting Started with Gen AI Started Google: Teaching Responsible Use of AI "Crash Course" AI MIT RAISE DAILY	- Translate abstract ideas: Translate abstract ideas (algorithms, models, bias) into visual systems (flowcharts, decision trees, and before/after model comparisons). - Provide structural scaffolds: Provide tiered texts, guided notes, fill-in diagrams, and glossaries. - Pause-and-review points: Offer pause-and-review points during demos or simulations. - Project-based assessments: Use project-based	9.4.8.CI.3 9.4.8.DC.3 9.4.8.DC.4 9.4.8.DC.5 8.1.8.NI.3 8.1.8.IC.1 8.2.8.ITH.2 8.2.8.NT.4

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	for creating text, visualizations, models, and communicating with others.			assessments that allow for student choice.	
Level 4 Proficient	- Students will identify vocabulary associated with AI - Students will create more complex prompts - Students will understand that content comes from a human or a machine - Students will be able to understand the ethical considerations of AI - Students will understand AI tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. - Students will work with different AIs and to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	- The "AI Technical Glossary" Portfolio "Prompt Engineering" Masterclass & Comparative Lab "The Turing Test" 2.0 Evaluation - AI Policy & Ethics White Paper - Multi-Model Viewpoint Synthesis - Digital Tool Selection "Consultancy": - The "Vulnerability Audit" Security Simulation	Common Sense Education How to Write Good AI Prompts Student AI Integration Grammarly - The Faculty Guide to Getting Started with Gen AI Started Google: Teaching Responsible Use of AI "Crash Course" AI	- Multi-modal delivery: Provide Videos + diagrams + hands-on demos. - Visual and highlighted aids: Provide highlighted notes and have graphic organizers. - Limit platform fatigue: Limit number of tools introduced at once and stick to one platform per unit. - Project checklists: Provide checklists for projects. - Clear boundary setting: Provide clear explicit rules for appropriate AI in school settings. - Alternative mastery options: Allow mastery to be shown through analysis, critique and explanation not just creation.	9.4.12.DC.7 9.4.12.TL.1 8.1.12.CS.1 8.1.12.CS.2 8.1.12.CS.3 8.1.12.NI.2 8.1.12.NI.3 8.1.12.NI.4 8.2.12.ED.5 8.2.12.ED.6 8.2.12.ITH.1

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Vocabulary					
Competency Level	Learning Objectives	<u>Suggested Activities</u>	Resources	Differentiation and Modification	Standards
Level 1 Pre-Literacy	- Students will be able to identify the meanings of: real/not real, machine, rule - Students will be able to identify that they "give" something to a machine (Input) to "get" something back (Output). - Students will be able to use specific vocabulary to express a need for assistance when a machine's behavior changes.	- Input vs. Output - Help/Stop - The "What is a Machine?" Classroom Gallery Walk "Follow the Rule" Simon Says "Input/Output" Action Boxes - The "Machine Voice" Roleplay	AIK - 2 MIT RAISE - AI Foundations for Early Childhood Code.org - Happy Maps Unplugged Lesson	- Visual & symbolic support: Provide visual & symbolic support to turn abstract concepts into concrete objects. - Action mapping: Create a permanent "Anchor Chart" using icons for key vocabulary (e.g., a hand for Input, a lightbulb for Output, and a gear for Machine). - Dual-coding instructions: Every time you give a verbal instruction, point to a corresponding picture card. - Color consistency: Use a consistent color scheme throughout the entire unit (e.g., Green always means Input/Start, Red always means Stop/Error). - Response boards: Provide a choice board with 2–4 images - Sentence starters: Provide "Sentence Starters" for collaborative work, such as: "I think this is a machine because..." - Scaffolded instruction: Ensure instruction is	9.4.2.IML.1 9.4.2.TL.1 8.1.2.CS.3

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				scaffolded throughout the unit.	
Level 2 Beginner	- Students will be able to define: pattern, instruction, follow, search - Students will be able to define "prediction" as a machine's best guess based on a pattern. - Students will be able to identify "feedback" as the information a machine gives you to tell you if an instruction was followed.	- The "Human Pattern" Scavenger Hunt "The Instruction Architect" Lego Build "Search and Rescue" Information Race - The "Prediction Jar" Probability Game "Instruction vs. Choice" Roleplay "The Feedback Loop" Drawing Task	Day of AI 3 - 5 NetSmatz (by NCMEC) - Lessons Common Sense / Khan Academy - What is AI? MIT RAISE - AI Foundations for Elementary Grades	- Visual maps of algorithms: Provide physical "decision trees" or logic flowcharts to help students see a visual map of an algorithm. - Physical representations: Use physical blocks or cards to represent lines of code or data points. - Activity sprints: Break 30-minute activities into three 10-minute "sprints." - Visual task tracking: Provide a visual checklist so the student can physically cross off steps. - Visual countdown timers: Use visual countdown timers for open-ended exploration to help students transition between digital "tinkering" and classroom "reflecting."	9.4.5.CT.1 9.4.5.IML.1 8.1.5.DA.1 8.1.5.CS.2
Level 3 Intermediate	- Students will be able to identify and define the various AI terminology - Students will define a "Model" as a simplified version of the world	- The "Algorithm" Recipe Swap "Neural Network" String Web - The "Training Data" Flashcard Sort-	teachai.org aiEDU - AI Snapshots Warm-Up Packs	Biological graphic organizers: Use graphic organizers that compare AI functions to biological ones (e.g., "Computer Vision" vs. "The Human Eye").	9.4.8.TL.3 9.4.8.IML. 8.1.8.DA.1 8.1.8.IC.1

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	created by a computer to make decisions. Students will understand that AI "Weight" or "Bias" means the machine is favoring one piece of information over another based on its training.	"Black Box" Mystery - The "Generative" Art Studio "Hallucination" Fact-Checkers		- Structured Debates: Provide a "Pro/Con" T-chart with pre-written arguments. Students can choose an argument to defend, reducing the pressure to generate complex sentences on the fly. - Impact visualizers: Use "Cause and Effect" chains. If an AI makes a biased prediction (cause), use a visual map to show who it affects (effect) to make the ethical weight more tangible. - Tiered resource bank: Provide students with a "Resource Bank" of videos and articles at varied reading levels. - Implement micro-deadlines: Instead of a two-week project deadline, use a "Kanban Board" (To-Do, Doing, Done) with daily tasks. - Prompt engineering templates: Provide students with "fill in the blank" prompt engineering templates. - Alternate assessments: Provide alternate assessments such as a video, a digital poster, or a recorded podcast.	
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Level 4 Proficient	- Students will define "AI Alignment" as the process of ensuring AI goals match human values and safety standards. - Students will understand the basic mechanics of how text-based AI processes language through "Tokens" and "Probability." - Students will be able to analyze, compare and contrast the various AI terminology	- The "LLM Anatomy" Token Game "Alignment" Tug-of-War - The "Deepfake" forensic Glossary "Black Box" vs. "Explainable AI" (XAI) - The "Fine-Tuning" Workshop "Turing Test" Debate	Definitions Elements of AI - Introduction to AI Course	- Modular learning paths: Create a modular learning path by breaking complex AI systems - Pre-configured environments: Provide pre-configured environments where students can experiment with AI parameters. - Bank of evidence: Provide a "Bank of Evidence" (quotes, stats, case studies) to help students organize arguments. - AI as a "Co-Editor": Encourage students to use AI as a "Co-Editor" by explicitly modeling how to use AI for brainstorming or grammar checking to foster independence and mirror real-world workplace usage. - Professional artifacts: Allow students to demonstrate AI literacy through "Professional Artifacts." - Personalized AI tool list: Create a personalized list of AI tools that support the student's specific IEP needs (e.g., AI summaries for long reading assignments or AI-generated visual schedules). - Executive summaries: Provide "Executive	9.4.12.TL.1 9.4.12.IML.8 8.1.12.CS.1 8.1.12.IC.1
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				Summaries" of complex legal cases regarding AI (like copyright or facial recognition lawsuits) to ensure they can participate in the high-level debate. • Interactive dashboards: For students who struggle with abstract numbers, seeing a dynamic graph change as they adjust "Data Inputs" makes the concept of algorithmic bias visible and undeniable. • Thinking stems for ethics: Provide "Thinking Stems" specifically for AI ethics: "While this AI increases efficiency, it might marginalize [X Group] because..." or "The transparency of this model is limited by..."	
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Uses and Tools					
Competency Level	Learning Objectives	Suggested Activities	Resources	Differentiation and Modification	Standards
Level 1 Pre-Literacy	• Students will be able to follow 4-step instructions • Students will provide items that AI can	• The "4-Step Robot" Obstacle Course • "AI Can Make That!" Picture Sorting	• AI K - 2 • MIT RAISE RAICA • Good Quick, Draw! • Code.org Dance	• Focus on tool exploration, not production: Focus on experiencing what tools can do (e.g., text-to-image or	9.1.2.CR.1 9.1.2.CR.2 9.1.2.PB.1 9.1.2.CAP.1 9.2.5.CAP.3

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	produce - Students will be able to choose the correct digital tool for a specific goal (e.g., using a camera tool to take a picture vs. a music tool to hear a song). - Students will demonstrate that a specific action (Input) causes a specific result (Output) from a digital tool.	- The "Magic Crayon" Digital Art Task "Input Detective" Sound Board - Tool Choice "Job Site" Roleplay "Debug the Dance" Sequence	Party (AI Edition)	voice commands) rather than learning how to manage the interface independently. - Use voice-to-text and speech commands: Eliminate typing barriers by allowing students to interact with AI tools using voice inputs or speech-recognition features. - Physical-to-digital mapping: Before using a digital tool, have students do a physical equivalent (e.g., sort real pictures of animals before watching an AI classify images of animals on a screen). - Provide concrete choices for generation: When experimenting with generative AI, give students physical cards with 2–3 options for subjects or styles (e.g., "A dog," "A cat," "In space") to build a prompt, rather than asking for open-ended ideas. - AAC-compatible interaction: Ensure all tool demonstrations integrate with augmentative and alternative communication (AAC) devices or utilize large-icon clickables.	9.2.5.CAP.4 9.2.5.CAP.5 9.4.2.CT.3 9.4.2.IML.2 9.4.2.IML.3 9.4.2.TL.6 8.1.2.CS.1 8.1.2.DA.1 8.1.2.AP.1 8.1.2.AP.4 8.1.2.AP.5 8.2.2.ED.3
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Level 2 Beginner	- Students will identify ways that AI can be used to help them organize their school and personal activities - Students will identify different types of AI platforms and their uses - Students will be able to use AI to provide additional support & reinforcement to their academics - Students will be able to change a prompt to get a different or "better" academic result (e.g., asking an AI to explain a math problem "with pictures" vs. "with words"). - Students will identify specific AI features (like speech-to-text or text-to-speech) that assist in completing reading and writing tasks.	- The "Personal Assistant" Schedule Maker "Meet the Platforms" Speed Dating - The "Tutor Bot" Math Challenge "Speak to Write" Storytelling - The "Re-Phraser" Translation Task "Data Organizer" Classroom Poll	Day of AI 3 - 5 KIBO Lessons Robo Wunderkink Code.org AI for Oceans Google Blob Opera	- Limit interface clutter: Use simplified, age-appropriate AI interfaces or pre-set sandbox modes. - Provide "Mad-Libs" style prompt templates: Give students structured sentences with blank spaces to fill in when interacting with an AI tool (e.g., "Create an image of a [animal] wearing a [clothing item] in a [location]"). - Pre-teach tool icons and UI elements: Provide a visual reference sheet mapping out what specific interface icons mean (e.g., the "regenerate" arrow, the "microphone" button, the "send" paper airplane). - Tinkering "Sprints": Break tool exploration down into short, highly directed intervals (e.g., 5 minutes to generate an image, 5 minutes to share with a partner) to maintain focus and prevent aimless clicking. - Visual troubleshooting checklist: Provide a 3-step visual chart to help students self-correct when a tool doesn't work (e.g., 1. Is my internet connected? 2. Did I	9.1.5.CR.1 9.1.5.EG.5 9.1.5.FI.1 9.1.5.FP.3 9.1.5.PB.1 9.2.5.CAP.3 9.2.5.CAP.4 9.2.5.CAP.5 9.4.5.IML.2 9.4.5.IML.3 9.4.5.IML.6 9.4.5.TL.2 9.4.5.TL.5 8.1.5.DA.3 8.1.5.DA.4 8.1.5.AP.1 8.1.5.AP.4 8.1.5.AP.5 8.1.5.AP.6 8.2.5.NT.1
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				press send? 3. Did I use clear words?).	
Level 3 Intermediate	• Use AI to find strategies to increase your savings and limit debt. • Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit. • Students will use AI to compare different financial products (e.g., savings accounts vs. certificates of deposit) to determine the best return on investment. • Students will use AI to aggregate and summarize information from multiple financial sources to form a balanced viewpoint on debt management. • Students will use AI to translate their hobbies and personal strengths (e.g., "I like playing Minecraft" or "I am good at helping people") into a list of matching career paths and required technical skills.	• "Credit Card vs. Cash" AI Breakdown • The "Budget Bot" Persona Challenge • "Career & Salary" Data Lab • The "Interest Rate" Comparative Audit • "Fact-Checking the Finance" • The "Day-in-the-Life" AI Storyboard • The "Job Title Translator" Lab • AI "Career Coach" Mock Interview • The "Pathways" Flowchart Task • "Drafting the Dream" Resume Builder • The "Workplace Solution" Challenge	• Google Teachable Machine • Google Semantris (NLP Word Game)	• Multi-modal inputs and outputs: Allow students to choose how they interact with tools—accepting typed, spoken, or drawn inputs, and allowing outputs to be text, images, or audio. • Provide a curated "Tool Registry": Instead of allowing open web search for AI tools, restrict choices to a small, vetted menu of 2–3 specific platforms with clear, step-by-step navigation guides for each. • Scaffolded prompt-engineering guides: Provide a graphic organizer that breaks down the structural elements of a good prompt (Role, Task, Context, Constraints) before students type anything into a tool. • Use step-by-step screen recordings: Alongside written instructions, provide short, looping video clips or GIFs showing exactly how to click through and use a specific tool's interface. • Collaborative tool roles: In group projects using AI	9.1.8.CDM.1 9.1.8.CDM.3 9.1.8.CP.1 9.1.8.CP.5 9.1.8.EG.9 9.1.8.FI.3 9.1.8.FI.4 9.1.8.PB.4 9.1.8.PB.6 9.1.8.PB.7 9.1.8.RM.1 9.2.8.CAP.1 9.2.8.CAP.2 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.8 9.2.8.CAP.14 9.2.8.CAP.17 9.4.8.CI.2 9.4.8.IML.3 9.4.8.IML.4 9.4.8.IML.5 9.4.8.IML.8 9.4.8.IML.12 9.4.8.TL.1 9.4.8.TL.2 9.4.8.TL.3 8.1.8.DA.1 8.1.8.DA.4 8.1.8.DA.5 8.1.8.AP.1 8.1.8.AP.5 8.1.8.AP.7 8.1.8.AP.8 8.2.8.ED.3 8.2.8.ED.4

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	Students will use AI to simulate an "Informational Interview" by prompting the tool to act as a professional in a specific field and answering questions about daily tasks, work environment, and training.			tools, assign highly structured, specific roles to reduce cognitive load (e.g., one student is the "Prompter," one is the "Output Evaluator," one is the "Timekeeper").	8.2.8.ED.7
Level 4 Proficient	- Students will use AI to engage in "reverse-tutoring," where the AI quizzes the student or asks probing questions to identify gaps in their understanding of a complex academic topic. - Students will develop an "AI Usage Statement" for academic projects, documenting which specific AI tools were used for brainstorming, drafting, or editing to maintain academic honesty. - Students will use AI to summarize dense academic papers, extract key data points, and identify conflicting viewpoints across multiple sources to build	- The "Credit Repair" Simulation "Mortgage Math" AI Lab - The "Risk Management" Audit - AI-Powered "Financial Values" Planner "Digital Resume Optimization" Workshop - The "Entrepreneurial AI" Pitch "Troubleshooting Global Systems" - The "Socratic Sandbox" Dialogue - The "Draft Evolution" Audit - AI-Assisted Annotated Bibliography "Variable-Speed" Learning Lab - The "Bias in the Machine" Counter-Argument "Flashcard Factory" for Executive Function	Hugging Face Spaces	- Provide pre-formulated system prompts: When having students critique advanced AI outputs, give them pre-configured links or system instructions so they can focus on evaluating the tool's performance rather than setting it up. - Real-world workplace simulations: Allow students to demonstrate tool mastery through "Professional Artifacts" tailored to their skills (e.g., using AI to generate a project outline, a code snippet, or a marketing asset, accompanied by a human edit log). - Explicit "Green/Yellow/Red" tool guidelines: Provide a clear visual matrix displaying which AI tools are permitted for specific assignments,	9.1.12.CFR.3 9.1.12.CDM.2 9.1.12.CDM.6 9.1.12.CDM.7 9.1.12.CDM.8 9.1.12.CP.5 9.1.12.CP.7 9.1.12.CP.8 9.1.12.CP.9 9.1.12.EG.1 9.1.12.FI.2 9.1.12.FI.3 9.1.12.FI.4 9.1.12.FP.1 9.1.12.PB.2 9.1.12.PB.6 9.1.12.RM.2 9.1.12.RM.3 9.1.12.RM.6 9.1.12.RM.7 9.2.12.CAP.4 9.2.12.CAP.7 9.2.12.CAP.8 9.2.12.CAP.22 9.4.12.CI.2 9.4.12.IML.3 8.1.12.CS.4

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	a literature review. - Students will use AI tools to model "What-If" scenarios for financial risks (e.g., identity theft, loss of income, or uninsured emergencies) and develop automated mitigation plans. - Students will use AI to analyze job descriptions and optimize professional profiles, understanding how algorithms "screen" candidates in the modern workforce.			which require teacher approval, and which are strictly prohibited. - Provide an AI "Co-Pilot" workflow guide: Explicitly model and provide a checklist for how to use AI as a collaborative brainstormer or editor, preventing students from using it to simply generate a final answer. - IEP-aligned tool pairing: Maintain a personalized recommendation list of specific AI assistive technologies that support individual student goals (e.g., text-summarizers for heavy reading loads, AI organization helpers, or speech-to-text writing aids). - Limit platform switching: Keep students focused on one primary ecosystem or platform per unit to minimize the cognitive friction of learning new navigation layouts and logins.	8.1.12.DA.1 8.1.12.DA.3 8.1.12.DA.5 8.1.12.DA.6 8.1.12.AP.4 8.1.12.AP.5 8.1.12.AP.6 8.1.12.AP.8 8.2.12.ED.1 8.2.12.NT.2 8.2.12.ETW.3
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Academic Integrity, Intellectual Property, Bias, and Digital Citizenship (Ethical Use)					
Competency Level	Learning Objectives	Suggested Activities	Resources	Differentiation and Modification	Standards
Level 1 Pre-Literacy	- Students will identify that they must ask for permission before using or changing someone else's digital "work" (e.g., a drawing on a tablet). - Students will understand that machines sometimes make mistakes or "leave people out" and that humans need to check for fairness. - Students will provide examples of ownership - Students will provide examples of true & false statements	- The "I Made It!" Ownership Gallery "True, False, or Robot?" Fact-Check - The "Everyone is Invited" Fairness Check "The Borrowing Rule" Roleplay - The "Missing Name" Detective Game "Digital Footprint" Stepping Stones	Common Sense Education - K-2 Digital Citizenship	- Focus on fairness and sharing, not legalities: Frame complex concepts like bias and intellectual property around simple, relatable themes like "Is this fair?" and "Who made this?" - Use personification carefully for contrast: Use storybooks to explicitly show that while a computer can make things, it doesn't have feelings or ownership like a human friend does. - Visual sorting activities: Have students sort pictures into categories of "Made by a Human" (e.g., a hand-drawn picture) vs. "Made by a Computer" (e.g., an AI-generated graphic) using physical sorting mats. - Sentence starters for digital citizen choices: Provide choice boards and starters for collaborative discussions, such as: "If a computer made this picture, I should tell my teacher that..." - Consistent visual icons for ownership: Use a distinct	9.4.2.DC.1 9.4.2.DC.2 8.1.2.IC.1 9.4.2.IML.1

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				stamp or icon (like a crayon icon for student work and a gear icon for AI work) to help students visually tag who created an object.	
Level 2 Beginner	- Students will be able to provide examples of fairness - Students will identify facts and opinions in reading selections - Students will identify basic persuasive strategies - Students will define "attribution" and demonstrate how to cite the source of an AI-generated image or text (e.g., "Created with [AI Tool]"). - Students will explain that AI can be "unfair" if it is trained on incomplete information and identify simple examples of bias in search results or image generation.	- The "AI Secret Ingredient" Labeling Project "The Robot Who Forgot Someone" Bias Audit - Fact-Checking the "Hallucination" Detective - The "Digital Footprint" Map - The "Cyber-Friendship" Safety Script "Borrowing vs. Stealing" Interactive Sorting	aipathways.ai skillstruck.com Common Sense / Khan Academy - How is AI Trained	- Translate "Bias" into concrete examples: Teach algorithmic bias using physical, real-world analogies (e.g., if a sorting machine is only trained on red apples, it won't recognize a green apple as fruit). - Provide explicit rules for classroom honesty: Create a simple, visual "Honesty Checklist" that students can cross off before turning in work (e.g., "Did I write these words myself? Yes/No"). - Use physical decision cards: During scenarios discussing digital citizenship or cheating, give students physical "Stop," "Think," or "Go" cards to hold up in response to specific ethical dilemmas. - Reduce text density in ethical scenarios: Keep case studies short (2–3 sentences) and focused on a single ethical question rather than multi-layered dilemmas. - Pre-teach ownership	9.4.5.DC.1 9.4.5.DC.2 9.4.5.DC.3 9.4.5.DC.4 9.4.5.IML.1 8.1.5.IC.2 8.2.5.ETW.4 8.2.5.ETW.5 8.2.5.ETW.6 8.2.5.EC.1

AI Literacy Curriculum

				vocabulary with visual word banks: Use visual anchors to connect words like "Author," "Creator," and "Computer-Generated" to concrete examples of books, art, and AI outputs.	
Level 3 Intermediate	- Students will be able to cite and reference AI - Students will identify potential biases in AI-generated responses and explain how these biases reflect the data used to train the machine. - Students will distinguish between using AI as a "Collaborator" (brainstorming/editing) versus using it as a "Ghostwriter" (plagiarism), and justify their choices based on academic standards. - Students will explain how AI systems collect and use personal data and the ethical implications of a machine making decisions without human transparency.	- The "Bias Bounty" Investigation "To Cite or Not to Cite" - The "Terms of Service" Translator - The "Synthetic Media" Ethics Panel "Prompt Injection" Safety Lab - The "Filter Bubble" Simulation	Common Sense / Khan Academy - AI Chatbots MIT RAISE - From Data to Decision (AI & Surveillance)	- Cause-and-effect impact visualizers: Use flowcharts and mapping graphics to show how a biased data input (Cause) flows through an algorithm to harm a specific group of people (Effect). - Structured ethical T-Charts: Instead of open-ended debates on copyright, provide a T-Chart pre-populated with arguments from both sides (Artists vs. AI Tech Companies). Students select and defend an existing argument rather than generating one from scratch. - Provide an "Acknowledge the AI" template: Give students a clear, "fill-in-the-blank" citation template to show exactly how and where they used AI in their work (e.g., "I used [Tool Name] to help me brainstorm [Topic]"). - Tiered ethical case studies:	9.4.8.DC.2 9.4.8.DC.6 9.4.8.IML.2 9.4.8.IML.9 9.4.8.IML.10 9.4.8.IML.11 9.4.8.IML.14 9.4.8.IML.15 8.1.8.IC.2 8.2.8.ITH.1 8.2.8.ITH.3 8.2.8.ITH.4 8.2.8.ITH.5 8.2.8.ETW.3 8.2.8.ETW.4 8.2.8.EC.1 8.2.8.EC.2

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				Provide a "Resource Bank" of digital citizenship scenarios written at multiple reading levels, ensuring all students can access and discuss the core ethical dilemma. • Alternative mastery assessments: Allow students to demonstrate their understanding of digital citizenship through non-writing formats, such as designing an anti-bias poster, recording a brief podcast debate, or creating a video skit. • Kanban boards for ethical projects: Break down multi-day projects on digital ethics into micro-deadlines using visual "To-Do, Doing, Done" boards to support executive functioning.	
Level 4 Proficient	• Students will be able to cite and reference AI • Students will be able to recognize bias, slant and spin • Students will draft a "Personal Use Policy" that justifies their specific ethical boundaries for AI use in academic and professional settings.	• MLA Challenge: • The "Algorithmic Bias" Red-Teaming Lab • "Copyright Court" Mock Trial • The "Transparency Audit" for Professional Portfolios • Deepfake Detection & Media Literacy Challenge • The "Data Sovereignty" Project	• Common Sense / Khan Academy - Understanding AI Bias • MIT RAISE - High School Ethical Use of AI	• Provide Executive Summaries of legal cases: For complex high-level debates regarding AI lawsuits, copyright, or facial recognition bias, provide concise, high-contrast summaries of the legal arguments so reading endurance doesn't block conceptual participation.	9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.5 9.4.12.DC.6 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.9 8.1.12.IC.1 8.1.12.IC.2 8.1.12.IC.3

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	- Students will identify systemic biases in complex AI systems (e.g., hiring algorithms or judicial tools) and propose "Design Thinking" solutions to mitigate those biases. - Students will analyze current legal debates and court cases regarding "Fair Use" and whether AI-generated content can be copyrighted.	"Design for Equity" Workshop "Harvard Implicit Association Test"		- Use Interactive Bias Dashboards: Utilize data visualization dashboards where students can manually slide "Data Input" variables to instantly see how changing the data skews an algorithm's predictions, making abstract systemic bias undeniably visible. - Provide a "Bank of Ethical Evidence": Give students a curated repository of quotes, statistics, and real-world case studies to draw from when constructing arguments about AI privacy and corporate data collection. - Thinking stems for AI ethics and critique: Provide structured writing frames for analyzing AI integrity (e.g., "While this AI model increases speed, it risks marginalizing [Group X] because..." or "The transparency of this system is compromised by..."). - Evaluate and critique over creation: Allow students with writing or processing barriers to demonstrate absolute mastery of academic integrity by critiquing a flawed, AI-generated essay rather than requiring them to	8.2.12.ITH.2 8.2.12.ITH.3 8.2.12.ETW.1 8.2.12.EC.1 8.2.12.EC.2
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AI Literacy Curriculum

				write a long paper from scratch. • Modular legal and ethical mapping: Use visual diagrams to map out how abstract data privacy laws (like COPPA or GDPR) directly connect to the terms of service agreements of the tools they use every day.	
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