District 211 Student AI Matrix

	Use and Awareness	Privacy and Ethics	Equity and Accessibility	Data Analysis and Decision Making	Learning and Creation	Collaboration and Citizenship
AWARE	• I can explain in my own words what AI is trying to do. • I can tell how my thinking is different from AI's • I can name some good things and some problems that come with AI • I know which AI tools are approved at school and the rules for using them	• I understand that AI can sometimes be biased or wrong. • I know I shouldn't just copy AI's answers — I need to question them. • I can start talking about what it means to use AI responsibly.	• I can notice that not everyone has the same access to AI tools. • I can start thinking about how AI affects society differently for different groups. • I can ask AI to simplify a reading and connect it to something I already know.	• I can notice that AI gives different answers depending on how I ask. • I can ask AI "How did you get this answer?" to check its reasoning. • I can recognize when an AI answer doesn't go deep enough.	• I can ask AI to make practice questions. • I can brainstorm project ideas and think about pros/cons. • I can compare AI's answers to my own thinking.	• I can share my own experiences with AI in class. • I can respect my classmates' opinions about AI. • I can follow safety rules when using AI.
INFORMED	• I know that AI makes guesses based on patterns, not facts. • I can notice when AI makes mistakes or invents details • I can ask AI to make a text simpler and guess what might come next	• I can double-check AI's answers with trustworthy sources and make corrections.. • I understand plagiarism and know copying AI word-for-word is dishonest. • I can notice when AI leaves out voices or makes one view seem more important. • I can start thinking about ethical issues like misinformation or copyright.	• I can ask AI to make a passage easier to understand. • I can use AI to translate short texts. • I can change AI's tone or reading level to match what I need.	• I can use AI to make pros/cons lists to help with decisions. • I can compare AI's summary with my own notes. • I can explain which summary style (bullets, chart, paragraph) helps me most by looking at different ones created by AI.	• I can use AI to make an outline for a project or essay. • I can edit AI drafts into my own stye. • I can explore variations of ideas with AI and explain my choices.	• I can join conversations about how AI affects daily life, school, and jobs. • I can compare my own opinions with AI's responses. • I can notice the difference between human originality and AI predictions.
ENGAGED	• I can ask AI to re-explain something in simpler or harder terms. • I can use AI to see different points of view and then improve my own ideas. • I can make sure I'm working with AI as a partner (Human-in-the-Loop) with teacher help, not letting it do everything for me.	• I can give credit when I use AI in an assignment. • I can ask AI to check its own answer for fairness or missing voices. • I can rewrite AI's ideas in my own words and reasoning.	• I can make personalized study tools with AI (like flashcards, summaries, outlines). • I can ask AI to explain things in the way I learn best (bullets, analogies, visuals). • I can use accessibility features built into AI tools.	• I can use AI for feedback on my drafts with a rubric. • I can ask AI to show me reasoning errors step-by-step. • I can use AI (with teacher guidance) to analyze simple data and find themes.	• I can use AI to create examples connected to my personal interests. • I can ask AI to challenge or critique my creative ideas. • I can experiment with tone and audience in AI responses.	• I can help make class rules for using AI. • I can work with AI on group projects as a thought partner. • I can reflect on how AI helps or challenges fairness in group work.
RESPONSIBLE	• I can write effective prompts that include context, goal, persona, and task. • I can explain what I created myself and what came from AI. • I can reflect on when AI is useful and when it isn't.	• I can spot stereotypes, bias, or missing perspectives in AI's answers. • I can decide whether sources AI suggests are reliable. • I can use AI drafts but still keep my own voice in my work.	• I can create bilingual, multilingual, or accessibility-friendly resources using AI. • I can ask AI to add different perspectives into group work. • I can use AI to choose clear, accessible formats (plain text, step-by-step, simplified).	• I can critique AI's analysis of class data and explain its limits. • I can use AI to design schedules and timelines. • I can decide when AI's insights are useful and when they are misleading. • I can compare two AI study plans and explain why I picked one.	• I can document my creative process (prompts, revisions, choices). • I can try "what if" creative challenges with AI. • I can show how AI was my thought partner, not a replacement.	• I can evaluate whether AI is helpful or limiting in group work. • I can promote originality, fairness, and inclusivity when using AI. • I can reflect on what happens when people rely too much on AI in collaboration.
EMPOWERED	• I can create my own "prompt recipes" or workflows (like for study guides, practice quizzes, or projects). • I can use AI to break big problems into smaller steps. • I can share my strategies with others and help classmates learn how to adapt them.	• I can lead conversations with peers about digital identity and AI ethics. • I can mentor classmates on safe prompting and being transparent. • I can model how to use AI responsibly as a partner (human-in-the-loop) in my projects.	• I can use AI to support cross-cultural conversations. • I can show how personalization with AI can boost both creativity and equity. • I can give a class presentation with AI co-presenting in another language or reading level.	• I can build my own self-check systems with AI (like quizzes or reflection logs). • I can apply computational thinking with AI (break down steps, look for patterns, refine with feedback). • I can teach classmates how to evaluate AI's analyses. • I can lead group projects where AI helps but humans make the final decisions.	• I can use AI to simulate real-world tasks (debates, interviews, performances). • I can create creative workflows that move from brainstorming → drafting → revising. • I can reflect on how AI influenced my critical and creative thinking.	• I can lead peers in creative and ethical AI use in clubs or projects. • I can showcase group projects where AI supported — but didn't replace — human work. • I can promote AI as a thought partner for teamwork and inquiry.