

AI as a Course of Study

Unit 1 Lesson Plans — Standalone Course, All Five Bands

Companion document to the K–12 Framework for School Leadership. Standalone is the locked working direction for this course. This is the first full unit for each of the five grade bands — five lessons each, 25 total — built to be handed directly to a teacher.

Every lesson ties back to the exposure level and guardrail already defined for its band on classroom.compsultation.cloud, and cites an AI4K12 Big Idea and an ISTE Standard for Students so it stands up in a curriculum-committee review.

Draft for discussion — v3 companion, July 2026.

K–2: Machines vs. Living Things

Exposure level: zero direct chatbot or tool access. Unplugged games and physical sorting activities only.

Lesson 1 — What Is a Machine?

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
K–2	30 min	Perception	Digital Citizen

Objective: Students can sort items into "living" and "machine" categories and state one rule a machine follows.

Materials

- 20 picture cards: animals, people, and machines (toaster, robot vacuum, calculator, stuffed animal)
- Two labeled bins: "Living" and "Machine"
- Chart paper

Procedure

- 5 min — Hook: Show a toaster and a classroom pet or plant photo. Ask: "which one is alive?"
- 8 min — Direct instruction: Introduce vocabulary: living things eat, grow, and feel; machines follow rules a person wrote.
- 12 min — Activity: Small groups sort picture cards into the two bins, explaining their reasoning to a partner.
- 5 min — Discussion: Whole-group share-out; teacher charts "rules machines follow" as students name examples.

Differentiation

- Pre-teach vocabulary with visuals for English learners
- Provide a pre-sorted example pair for students needing extra scaffolding
- For students who fixate on ambiguous cases (e.g., robot toys), redirect to concrete rule language rather than open debate

Assessment

Exit ticket: student draws one machine and one living thing and circles which one "can feel happy."

Lesson 2 — Spotting Patterns

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
K–2	30 min	Perception	Computational Thinker

Objective: Students can predict the next item in a simple visual pattern and explain their reasoning.

Materials

- Pattern strips (shape/color sequences)
- Unifix cubes or colored blocks

- Pattern cards

Procedure

- 5 min — Hook: Clap a rhythm pattern; students continue it.
- 5 min — Direct instruction: Explain that computers "guess" what comes next by noticing patterns, just like the clapping game.
- 15 min — Activity: Pairs work with pattern cards (AB, AAB, ABC sequences), predicting and building the next three items.
- 5 min — Closure: Volunteers share how they figured out their pattern.

Differentiation

- Simplify to AB patterns only for students needing support
- Extend to AABB or three-attribute patterns for advanced students
- Use manipulatives for kinesthetic learners

Assessment

Teacher observation checklist during pair work: can the student state the "rule" of their pattern?

Lesson 3 — Machines Can't Feel

BAND K–2	DURATION 30 min	AI4K12 BIG IDEA Societal Impact (introductory)	ISTE STANDARD Digital Citizen
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Objective: Students can explain that machines don't have feelings, even when they seem to "talk" or "smile."

Materials

- Teacher-selected clip or images of a talking toy or smart speaker (no live device interaction)
- Discussion cards

Procedure

- 5 min — Hook: Play a short clip of a smart speaker or talking toy responding to a question.
- 10 min — Direct instruction: Discuss: "Does the toy actually know you, or is it following a rule someone wrote?" Introduce the core guardrail directly.
- 10 min — Activity: Turn-and-talk: "How would you know if something is a machine and not a friend?"
- 5 min — Closure: Class builds a "Machine or Friend?" anchor chart with agreed-upon signs.

Differentiation

- This is the highest-priority guardrail lesson for neurodivergent learners; revisit briefly throughout the year rather than teaching once
- Keep the anchor chart posted in the room as a standing reference
- Check in individually with any student who shows strong attachment to smart devices or toys at home

Assessment

The co-created anchor chart serves as the formative check; teacher notes any student needing 1:1 follow-up.

Lesson 4 — How Machines "Guess"

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
K–2	30 min	Learning	Computational Thinker

Objective: Students can play a simple prediction game and connect it to how machines make guesses.

Materials

- "Guess the shape" card deck
- Whiteboard

Procedure

- 5 min — Hook: Show a sequence of three shapes face up, a fourth face down; students guess it.
- 5 min — Direct instruction: Explain machines guess the same way — by looking at lots of examples first.
- 15 min — Activity: Pairs play the guessing game, trading the "guesser" and "pattern maker" roles.
- 5 min — Closure: Discuss what happens when the guesser doesn't have enough examples to guess correctly.

Differentiation

- Provide fewer, clearer pattern options for students needing support
- Allow non-verbal students to point or place rather than speak their guess

Assessment

Informal — teacher circulates and notes which pairs can articulate why they guessed as they did.

Lesson 5 — Culminating: Show What You Know

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
K–2	30–40 min	Cumulative	Digital Citizen

Objective: Students demonstrate understanding of machine-vs-living, patterns, and "machines don't feel" through a performance task.

Materials

- Picture cards from Lesson 1
- Drawing paper and crayons
- Simple pattern cards

Procedure

- 5 min — Review: Quick recap using the anchor charts built across the unit.
- 20 min — Performance task: Three-station rotation: (1) sort five new picture cards, (2) complete a pattern, (3) draw a machine and dictate one rule it follows.

- 10 min — Share: Volunteers present their machine drawing and its rule to the class.

Differentiation

- Provide a scribe for pre-writers
- Sentence starters ("My machine is a _____. It follows the rule: _____.") for students needing language support

Assessment

The completed three-part task is the unit summative; simple 3-point rubric — sorting accuracy, pattern completion, rule articulation.

Grades 3–5: Data, Bias, and the Truth Rule

Exposure level: sandboxed, teacher-run demos (e.g., Google's Teachable Machine). No independent chatbot accounts.

Lesson 1 — Garbage In, Garbage Out

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 3–5	45 min	Learning	Knowledge Constructor

Objective: Students can explain that an AI model's knowledge is limited to what it was trained on.

Materials

- Apple images ("training" set)
- Mixed fruit images ("testing" set)
- Projector
- Teachable Machine, teacher-run demo account (or a printed step-by-step simulation if devices aren't available)

Procedure

- 5 min — Hook: Ask: "if I only ever showed you pictures of apples and asked you to draw fruit, what would you draw?"
- 10 min — Direct instruction: Explain training data using the apple example; introduce the vocabulary term "training data."
- 15 min — Demo: Teacher trains a live Teachable Machine model on apples only, then tests it on an orange and a banana — the class watches it misclassify or hesitate.
- 10 min — Discussion: Why did it get it wrong? What would fix it?
- 5 min — Closure: Students write one sentence: "AI can only know what it's ____."

Differentiation

- Provide a sentence frame for the closure task
- Pair students for the discussion portion
- Offer a printed step-by-step simulation for classrooms without live device or internet access

Assessment

Closure sentence collected as an exit ticket.

Lesson 2 — Train Your Own Model

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 3–5	45–50 min	Learning	Computational Thinker

Objective: Students can train a simple image classifier and predict, then explain, its failure points.

Materials

- School-managed, sandboxed Teachable Machine accounts
- Classroom objects (pencils, erasers, etc.)
- Tablets or Chromebooks

Procedure

- 5 min — Hook: Recap Lesson 1's apple example.
- 5 min — Direct instruction: Walk through safe use of Teachable Machine — approved objects only, no personal photos.
- 25 min — Activity: Small groups train a two-category classifier (e.g., pencils vs. erasers) on a narrow set of examples, then test it on a "trick" object outside the training set.
- 10 min — Discussion: Groups share what confused their model and why.

Differentiation

- Pre-select simpler object pairs for groups needing more structure
- Extend by having advanced groups add a third category and observe accuracy changes

Assessment

Group's written prediction ("we think our model will get confused by ____ because ____") checked against what actually happened.

Lesson 3 — When AI Gets It Wrong (The Hallucination Rule)

BAND Grades 3–5	DURATION 45 min	AI4K12 BIG IDEA Learning / Societal Impact	ISTE STANDARD Knowledge Constructor
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Objective: Students can identify that AI can sound confident while being wrong, and explain why that matters.

Materials

- Five teacher-prepared "fact cards" mixing true and confidently-wrong age-appropriate statements
- Reference books at varied reading levels

Procedure

- 5 min — Hook: Read aloud a confidently-stated but wrong fact without revealing it's wrong.
- 10 min — Direct instruction: Introduce the "hallucination rule": AI predicts likely-sounding words, which isn't the same as knowing true ones.
- 20 min — Activity: Pairs receive fact cards and use reference books to mark each true or false, recording their evidence.
- 10 min — Discussion: Which ones were hardest to catch, and why?

Differentiation

- Provide books at varied reading levels

- Allow verbal fact-checking with an adult or older-student helper for striving readers

Assessment

Completed fact-card checklist with an evidence source noted for each claim.

Lesson 4 — The Double-Check Habit

BAND Grades 3–5	DURATION 45 min	AI4K12 BIG IDEA Societal Impact	ISTE STANDARD Knowledge Constructor
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Objective: Students can independently verify a claim using a trusted second source.

Materials

- Student-friendly nonfiction books or approved websites
- Research organizer worksheet

Procedure

- 5 min — Hook: Revisit the hallucination rule from Lesson 3.
- 5 min — Direct instruction: Introduce the schoolwide double-check habit: no AI-sourced fact goes into work without a second, trusted source.
- 25 min — Activity: Students pick one AI-style claim from a teacher bank and research it using two independent trusted sources, recording agreement or disagreement.
- 10 min — Closure: Share-out: did your sources agree? What will you do if they don't?

Differentiation

- Provide curated, leveled source lists per group
- Sentence starters for the research organizer

Assessment

Completed research organizer.

Lesson 5 — Culminating: Audit an AI Fact Sheet

BAND Grades 3–5	DURATION 50 min	AI4K12 BIG IDEA Cumulative	ISTE STANDARD Knowledge Constructor
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Objective: Students apply the double-check habit to audit a mock AI-generated fact sheet on a class topic and produce a corrected version.

Materials

- Teacher-prepared mock fact sheet (5–6 claims, 2–3 planted errors) tied to a current class topic
- Source materials
- Correction template

Procedure

- 5 min — Review: Recap unit vocabulary: training data, hallucination, double-check.
- 30 min — Performance task: Small groups audit the fact sheet claim-by-claim, marking true, false, or uncertain with a cited source, and rewrite any wrong claims correctly.
- 15 min — Presentation: Groups present one correction and how they caught it.

Differentiation

- Assign fewer claims per group for students needing more time
- Allow oral presentation instead of written for students with writing difficulty

Assessment

Completed audit and correction is the unit summative; rubric scores accuracy of corrections and quality of cited evidence.

Grades 6–8: Prompting as Logic, Privacy, and Digital Citizenship

Exposure level: guided, teacher-mediated tools. No unsupervised open-web chatbot use. This band stays a self-contained unit — not merged or split — because 6–8 students are navigating adolescence on its own terms.

Lesson 1 — How Predictive Text Really Works

BAND Grades 6–8	DURATION 50 min	AI4K12 BIG IDEA Learning / Representation & Reasoning	ISTE STANDARD Computational Thinker
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Objective: Students can explain, in their own words, that large language models predict likely next words based on patterns in training data.

Materials

- Predictive-text keyboard screenshots or demo
- Word-prediction worksheet

Procedure

- 5 min — Hook: Show a predictive-text keyboard suggesting funny or wrong next words.
- 15 min — Direct instruction: Explain LLMs as a much larger, more sophisticated version of predictive text — trained on huge amounts of text to predict likely next words, not "understanding" the way a person does.
- 20 min — Activity: Given a sentence starter, students guess the "most likely next word" as a human, then compare to what a real predictive keyboard suggests.
- 10 min — Discussion: Where did human and machine predictions differ, and why?

Differentiation

- Provide sentence starters at varied complexity
- Pair English learners with a partner for the worksheet

Assessment

Completed worksheet plus participation in discussion.

Lesson 2 — Prompting as Precise Instruction

BAND Grades 6–8	DURATION 50 min	AI4K12 BIG IDEA Representation & Reasoning	ISTE STANDARD Computational Thinker / Creative Communicator
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Objective: Students can revise a vague instruction into a precise one and explain why precision changes the outcome.

Materials

- Printed "vague prompt / poor output" examples (teacher-prepared, not live chatbot use)
- Revision worksheet

Procedure

- 5 min — Hook: "Robot chef" game: give a deliberately vague instruction ("make food") and have a student literally follow it to absurd effect.
- 10 min — Direct instruction: Introduce prompting as applied logic — specificity, constraints, and structure change the result.
- 25 min — Activity: Students revise three provided vague prompts into precise ones, predicting how the output would change, using a before/after worksheet with sample outputs supplied by the teacher.
- 10 min — Closure: Pairs share their most improved prompt and explain their reasoning.

Differentiation

- Provide a checklist of "precision elements" (who, what, how long, what format) as scaffolding
- Extend by having advanced students add an intentional constraint (e.g., word limit) and predict the tradeoff

Assessment

Completed revision worksheet, scored on whether the added precision logically addresses the original vagueness.

Lesson 3 — Privacy and What Not to Share

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 6–8	50 min	Societal Impact	Digital Citizen

Objective: Students can identify personally identifiable information (PII) and explain why it shouldn't be entered into AI tools.

Materials

- PII sorting cards (safe vs. unsafe examples)
- Case-study scenarios

Procedure

- 5 min — Hook: Ask: "what's the most private thing about you that a stranger shouldn't know?"
- 10 min — Direct instruction: Define PII; explain that anything typed into an AI tool may be stored, viewed, or used to train future models.
- 20 min — Activity: Small groups sort scenario cards (e.g., typing a home address for directions vs. asking a general history question) into safe, unsafe, or depends.
- 10 min — Discussion: Debrief the trickiest "depends" cases as a whole class.

Differentiation

- Use real-world, community-relevant examples
- Provide concrete rather than abstract PII examples for students who need them

Assessment

Group sorting accuracy plus one written example each of PII they'd avoid sharing.

Lesson 4 — Deepfakes and Synthetic Media

BAND Grades 6–8	DURATION 50 min	AI4K12 BIG IDEA Natural Interaction / Societal Impact	ISTE STANDARD Digital Citizen / Knowledge Constructor
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Objective: Students can identify signs of manipulated or synthetic media and explain why verification matters.

Materials

- Teacher-curated, pre-screened examples of labeled synthetic vs. real media (no live generation)
- "Spot the signs" checklist

Procedure

- 5 min — Hook: Show one clearly manipulated image or audio clip (labeled after the reveal) and gauge first reactions.
- 15 min — Direct instruction: Explain how synthetic media is made at a conceptual level and why it's getting harder to spot.
- 20 min — Activity: Students use the checklist to evaluate three or four pre-screened examples, marking real, synthetic, or unsure with reasoning.
- 10 min — Closure: Discuss what to do before sharing something surprising or emotional online.

Differentiation

- Adjust the complexity and subject matter of examples for maturity level
- Provide the checklist in simplified visual form for students needing extra scaffolding

Assessment

Completed evaluation checklist with reasoning.

Lesson 5 — Culminating: Break Down the Assignment, Then Cite Your Sources

BAND Grades 6–8	DURATION 50 min	AI4K12 BIG IDEA Cumulative	ISTE STANDARD Empowered Learner
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Objective: Students use AI-style prompting to break a complex assignment into steps, then complete the fact-based portion using cited primary sources rather than AI-generated claims.

Materials

- A real upcoming assignment coordinated with another subject teacher
- Prompting worksheet
- Citation template

Procedure

- 5 min — Review: Recap unit vocabulary and the citation-requirement guardrail.
- 15 min — Activity A: Students write a precise "prompt" on paper asking for the assignment to be broken into steps, then compare it to a teacher-supplied sample step breakdown.
- 20 min — Activity B: Students research one fact-based portion of the assignment using two cited primary sources, applying the double-check habit from the 3–5 band.
- 10 min — Closure: Share-out on how breaking the task down changed their approach.

Differentiation

- Provide a partially completed step breakdown for students needing executive-function support — this is the specific scaffolding strategy called for in the framework's 6–8 guardrail
- Allow audio-recorded citations for students with writing difficulty

Assessment

Completed step breakdown plus cited research portion serves as the unit summative.

Grades 9–10: Auditing AI and Academic Integrity

Exposure level: supervised use under explicit integrity tiers (AI for exploration vs. AI-assisted production).

Lesson 1 — The Spot-the-Fiction Audit

BAND Grades 9–10	DURATION 55 min	AI4K12 BIG IDEA Societal Impact	ISTE STANDARD Knowledge Constructor
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Objective: Students can identify factual errors, bias, and missing context in an AI-generated text.

Materials

- Teacher-prepared AI-generated summary on a studied topic, seeded with 2–3 planted errors
- Primary source packet

Procedure

- 5 min — Hook: Present the AI-generated summary cold; students rate their confidence in it 1–10.
- 10 min — Direct instruction: Introduce the audit protocol: claim, source check, verdict, correction.
- 30 min — Activity: Individually or in pairs, students audit the summary against the primary source packet, completing an audit log.
- 10 min — Discussion: Compare confidence ratings before and after auditing.

Differentiation

- Provide a partially modeled audit-log entry as an example for students needing support
- Extend by having advanced students find an additional uncited claim beyond the planted errors

Assessment

Completed audit log, scored on accuracy of findings and quality of sourcing.

Lesson 2 — AI Ethics: IP, Copyright, and Environmental Cost

BAND Grades 9–10	DURATION 55 min	AI4K12 BIG IDEA Societal Impact	ISTE STANDARD Digital Citizen
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Objective: Students can explain at least two ethical tensions in how AI models are built and used.

Materials

- Teacher-selected case study on AI copyright litigation
- Teacher-selected article on data-center energy use
- Discussion protocol

Procedure

- 5 min — Hook: "Where do you think the words an AI model learned from came from?"

- 15 min — Direct instruction: Present the two case studies at a level appropriate for 9–10 readers.
- 25 min — Activity: Structured small-group, Socratic-style discussion on the tensions raised — whose work, whose energy, whose consent.
- 10 min — Closure: Individual reflection: one sentence on which issue concerns them most and why.

Differentiation

- Provide article summaries or graphic organizers for striving readers
- Extend with the full source article for advanced readers

Assessment

Reflection response plus discussion-participation rubric.

Lesson 3 — Algorithmic Bias in the Real World

BAND Grades 9–10	DURATION 55 min	AI4K12 BIG IDEA Societal Impact	ISTE STANDARD Digital Citizen / Knowledge Constructor
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Objective: Students can explain how biased training data can produce biased real-world outcomes, using a real case example.

Materials

- Teacher-vetted case study (e.g., a hiring- or lending-algorithm bias example)
- Analysis worksheet

Procedure

- 5 min — Hook: "Can a math formula be unfair? How?"
- 15 min — Direct instruction: Walk through the case study, connecting back to "garbage in, garbage out" from the 3–5 band.
- 25 min — Activity: Students complete an analysis worksheet: what data went in, what outcome came out, who was affected, what would need to change.
- 10 min — Closure: Whole-class share of one proposed fix per group.

Differentiation

- Provide a simplified case summary for students needing support
- Pair with a partner for the analysis worksheet

Assessment

Completed analysis worksheet.

Lesson 4 — Mandatory Friction: Raw Draft First

BAND Grades 9–10	DURATION 55 min	AI4K12 BIG IDEA	ISTE STANDARD Empowered Learner
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Objective: Students can articulate why an unassisted first draft matters and practice the school's AI-assisted revision workflow.

Materials

- Short writing prompt relevant to another class
- Workflow protocol handout

Procedure

- 5 min — Hook: "Why might a coach make you run a mile without your shoes on first, just once?" — analogy for baseline skill-building.
- 10 min — Direct instruction: Introduce the mandatory-friction policy and its reasoning: a documented baseline of the student's own thinking.
- 30 min — Activity: Students complete a raw, unassisted first draft, then review a teacher-modeled example of appropriate AI-assisted revision and mark what changed and why it was acceptable.
- 10 min — Closure: Discuss where the line is between "assisted" and "replaced."

Differentiation

- Extended time for students with processing needs
- Allow dictation for the raw draft for students with writing-based IEP accommodations — the draft is about the thinking, not the mechanics

Assessment

Raw draft on file plus annotated review of the revision example.

Lesson 5 — Culminating: Full Audit Project

BAND Grades 9–10	DURATION 60 min (or two periods)	AI4K12 BIG IDEA Cumulative	ISTE STANDARD Knowledge Constructor
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Objective: Students independently audit an AI-generated piece on a topic of their choice, citing sources and documenting their process.

Materials

- Teacher-approved topic list
- Audit log template
- Primary source access (library or databases)

Procedure

- 10 min — Kickoff: Review the audit protocol and rubric.
- 40 min — Independent work: Students select a topic, receive a teacher-prepared AI-generated piece on it (seeded with errors as in Lesson 1), and complete a full audit with cited corrections.

- 10 min — Reflection: Written reflection on what they learned about their own reliance on confident-sounding AI text.

Differentiation

- Provide topic choice to increase engagement and access
- Offer the audit log in a graphic-organizer format for students needing structure

Assessment

Full audit plus reflection serves as the unit summative; rubric weights sourcing quality as heavily as error-catching.

Grades 11–12: Workforce Integration and Professional Governance

Exposure level: full co-pilot integration, mirroring real industry workflows in relevant career pathways.

Lesson 1 — Domain-Specific AI Applications

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 11–12	60 min	Societal Impact	Innovative Designer

Objective: Students can identify how AI is used in their intended career pathway and one associated risk.

Materials

- Pathway-specific case briefs (CTE-aligned: construction/CAD, healthcare diagnostics, software/debugging, business/finance, etc.)
- Research access

Procedure

- 5 min — Hook: Quick poll: what career are you considering, and do you think AI touches it already?
- 10 min — Direct instruction: Overview of AI applications across several pathways using case briefs.
- 30 min — Activity: Students research their own pathway's AI use in depth, identifying one benefit and one risk specific to that field.
- 15 min — Closure: Speed-share: each student states their pathway and one finding.

Differentiation

- Provide pre-built case briefs for pathways with less accessible public information
- Allow group research for pathway clusters with few interested students

Assessment

Completed research brief.

Lesson 2 — Workflow Optimization With Human Ownership

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 11–12	60 min	Learning / Societal Impact	Empowered Learner / Innovative Designer

Objective: Students can distinguish tasks appropriate for AI assistance from tasks requiring full human ownership.

Materials

- Task-sorting cards drawn from real workplace scenarios

Procedure

- 5 min — Hook: "What's something at your future job you'd be fine letting a tool draft for you? What would you never hand off?"
- 10 min — Direct instruction: Introduce the boilerplate-vs-judgment distinction.
- 30 min — Activity: Students sort workplace task cards into AI-assist appropriate, human-owned, or depends, justifying the harder calls.
- 15 min — Closure: Class debate on two or three contested cards.

Differentiation

- Use pathway-specific task cards where possible for relevance
- Provide a decision-tree scaffold for students needing more structure

Assessment

Sorting rationale write-up.

Lesson 3 — The Human-in-the-Loop Standard

BAND	DURATION	AI4K12 BIG IDEA	ISTE STANDARD
Grades 11–12	60 min	Societal Impact	Digital Citizen

Objective: Students can explain why a professional remains accountable for AI-assisted work product, using a real or illustrative case.

Materials

- Teacher-vetted case study of a professional held accountable for an AI-assisted error

Procedure

- 5 min — Hook: "If a robot surgeon makes a mistake, who's responsible?"
- 15 min — Direct instruction: Present the case study and the professional-standards concept of human-in-the-loop accountability.
- 25 min — Activity: Small groups analyze the case: what went wrong, what check was skipped, what should have happened.
- 15 min — Closure: Each group proposes one workflow rule that would have prevented the failure.

Differentiation

- Provide a simplified case summary alongside the full article
- Connect to pathway-specific accountability standards (e.g., licensure) where applicable

Assessment

Group analysis write-up plus proposed workflow rule.

Lesson 4 — Building the Audit Trail

BAND

Grades 11–12

DURATION

60 min

AI4K12 BIG IDEA

Cumulative

ISTE STANDARD

Computational Thinker

Objective: Students can produce a prompt log and verification record documenting how they used AI assistance on a task.

Materials

- Prompt log template
- Teacher-modeled sample completed logs
- A short practice task

Procedure

- 5 min — Hook: "If someone had to check your work six months from now, could they tell what you did yourself vs. what a tool helped with?"
- 10 min — Direct instruction: Introduce the prompt-log and audit-trail format required for the capstone.
- 35 min — Activity: Students complete a short, low-stakes practice task while filling out a live prompt log and verification record as they go.
- 10 min — Closure: Peer review of logs: is it clear enough that someone else could follow it?

Differentiation

- Provide a simplified log template with prompts partially filled in for students needing structure
- Extend by having advanced students critique a deliberately incomplete sample log

Assessment

Completed practice log, peer-reviewed against a clarity checklist.

Lesson 5 — Culminating: Capstone Kickoff and Rubric Workshop

BAND

Grades 11–12

DURATION

60 min

AI4K12 BIG IDEA

Cumulative

ISTE STANDARD

Empowered Learner

Objective: Students select a capstone topic within their career pathway and understand the rubric they'll be assessed against.

Materials

- Capstone rubric, weighting the audit trail as heavily as the final product
- Project proposal template

Procedure

- 10 min — Review: Walk through the full capstone rubric together, question and answer.
- 35 min — Workshop: Students draft their capstone proposal: topic, pathway connection, planned AI-assisted tasks, and how they'll document their audit trail.

- 15 min — Conferencing: Brief 1:1 or small-group check-ins with the teacher on proposal feasibility.

Differentiation

- Provide a topic starter list for students needing help narrowing scope
- Allow partner capstones for pathways where collaborative work is standard practice (e.g., certain CTE fields)

Assessment

Approved proposal serves as the entry checkpoint for the capstone — not graded, but must meet rubric criteria to proceed.