

Teacher Implementation Guide

AI Literacy Starter Kit | Implementation Guide | Teachers / Administrators

Purpose: This guide helps teachers introduce AI literacy in a practical, student-safe, and classroom-ready way. It can be used as a stand-alone mini-unit or as a starting point for schoolwide AI expectations.

Standards summary: This resource may support Tennessee Computer Science Foundations standards when used as part of AI literacy, computer science, programming, digital ethics, or cybersecurity instruction. Detailed standards connection appears at the end of this document.

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Implementation Goals

Introduce AI as a learning support tool, not a replacement for thinking.

Help students understand acceptable and unacceptable AI use.

Teach students to verify important information.

- Protect student privacy and classroom trust.

Provide common language for students, teachers, and families.

Recommended Sequence

When	Activity	Teacher Focus
Day 1	Student AI Agreement and discussion of school expectations	Keep student thinking, verification, honesty, and privacy at the center.
Day 2	Lesson: AI as a Learning Partner	Keep student thinking, verification, honesty, and privacy at the center.
Day 3	Better Prompts vs. Shortcut Prompts activity	Keep student thinking, verification, honesty, and privacy at the center.
Day 4	Responsible AI Use Checklist applied to a current assignment	Keep student thinking, verification, honesty, and privacy at the center.
Ongoing	Use student-safe AI examples when introducing research, writing, studying, coding, and project work	Keep student thinking, verification, honesty, and privacy at the center.

Classroom Norms to Establish

- AI use must follow teacher directions for each assignment.
- Students should be able to explain any work they submit.

AI-generated information should be checked before being trusted.

- Students should not enter personal, private, or sensitive information into AI tools.
- The final product should reflect the student's own understanding and voice.

Suggested Teacher Language

"In this class, AI can be used as a learning partner when I allow it. That means it can help you understand, practice, brainstorm, revise, or organize. It cannot replace your thinking, your voice, or your responsibility for the work."

Administrator-Facing Value

- Creates a consistent responsible-use framework.
- Supports academic integrity without ignoring AI reality.

Helps teachers move from fear or confusion toward practical classroom routines.

- Connects AI literacy to career readiness, computer science, digital citizenship, and cybersecurity.

Family Communication Option

Families can be told that students are learning how to use AI safely, honestly, and productively. The goal is not to help students avoid learning. The goal is to help them ask better questions, verify information, protect privacy, and become more thoughtful users of technology.

Detailed Tennessee Standards Connection

This implementation guide helps teachers connect the starter kit to responsible AI, digital ethics, verification, privacy, and structured technology-use routines.

Standards source: Tennessee Department of Education, Computer Science Foundations (C10H11), May 2023. Confirm final alignment against local district pacing, approved course placement, and teacher directions.

This resource may support the following Tennessee standards when used as part of AI literacy, digital ethics, computer science, or cybersecurity instruction:

- CSF 13.1 - Social, Legal, and Ethical Issues: Students identify responsibilities related to ethical technology use, academic integrity, copyright, privacy, and appropriate AI use.
- CSF 8.1 - Emerging Technologies: Students examine how emerging technologies influence society, school, work, and future readiness, using evidence and reflection.
- CSF 9.2 - Troubleshooting Process: Students use a structured process to identify a need, test or improve a response, verify the result, and document what they learned.
- CSF 14.1 - Data Security: Students explain why protecting data and personal information matters and connect privacy decisions to responsible technology use.

Cautious guidance: Alignment depends on local district pacing, approved course placement, teacher directions, and how the resource is used as part of instruction.