



9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

GRADE LEVEL

9-12

SUBJECT

AI Ethics & Critical AI ...

WEEK OF

Unit Overview

Five days that move students from AI user to AI critic. They run a small bias audit on a real model, study three documented harms (Compas, Amazon hiring, Robodebt), build their own deepfake and a detection workflow, and end the week with a personal AI-use code they can actually defend in a college essay or workplace.

Standards Alignment

ISTE 1.2 Digital Citizen; CSTA 3A-IC-29 (impacts of computing); UNESCO AI Ethics framework

Global Standards Mapping

United States:

ISTE 1.2 Digital Citizen; CSTA 3A-IC-29 (impacts of computing); UNESCO AI Ethics framework

United Kingdom:

Key Stage 4–5 (Years 10–13, GCSE / A-Level)

Australia / NZ:

Years 9–12 (AC v9.0) · NCEA Levels 1–3

IB Programme:

MYP Years 4–5 + DP / Career-Related Programme

Canada (Ontario):

Ontario Senior Division (Grades 9–12)

Singapore / India:

MOE Secondary 3–5 / JC · CBSE Classes 9–12

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

Day 1

9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

Learning Objective

Students will be able to define algorithmic bias and identify three sources of bias using a documented case study.

Standards Alignment

ISTE 1.2.b; CSTA 3A-IC-29; UNESCO AI Ethics 2021 §II

Materials Needed

- ProPublica COMPAS recidivism article (excerpt, 1-page)
- Notebooks
- Projector

Lesson Flow

Opening / Hook (5-10 min):

Show two mugshots side by side; project COMPAS risk scores beneath each. Ask: "Same crime, different score. Defensible?"

Direct Instruction (15-20 min):

Define algorithmic bias = systematic error that disadvantages a group. Three sources: training-data bias, feature-selection bias, deployment-context bias. Walk through COMPAS as the case.

Guided Practice (10-15 min):

Jigsaw: triads each take one source, find the evidence in the article excerpt, post a 1-sentence summary on the board.

Independent Practice (10-15 min):

One paragraph: "If I were on the team that built COMPAS, the change I would have insisted on is ___ because ___."

Closing / Exit Ticket (5 min):

Exit ticket: name two questions you'd now ask before trusting an AI score about a person.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to AI ethics.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside AI ethics and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 2

9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

Learning Objective

Students will be able to perform a small bias audit on a public AI model and document the result.

Standards Alignment

CSTA 3A-AP-13; ISTE 1.5.c

Materials Needed

- Chromebooks/laptops
- Image-classifier site (Google Teachable Machine demo)
- Audit template (one page, 6 prompts)

Lesson Flow

Opening / Hook (5-10 min):

Live demo: type "a CEO" into a free image generator. What images come back? What patterns?

Direct Instruction (15-20 min):

Model the audit template: pick a system, pick 3 prompts likely to expose bias, run each 5 times, log results, name the pattern, name a possible cause.

Guided Practice (10-15 min):

Pairs run an audit on a Teachable Machine model the teacher trained on intentionally narrow data. Document.

Independent Practice (10-15 min):

Each pair picks one consumer AI tool and runs a 5-prompt audit, recording in the template.

Closing / Exit Ticket (5 min):

Gallery walk — each pair posts one slide; one peer leaves one critique sticky.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to AI ethics.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside AI ethics and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Homework (optional)

Finish documentation if not complete in class.

Day 3

9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

Learning Objective

Students will be able to identify three categories of AI hallucination and apply a verification routine to a generated answer.

Standards Alignment

Common Core W.9-10.8 (gather/evaluate sources); ISTE 1.3.c

Materials Needed

- Three printed ChatGPT responses, each containing one fabricated citation
- Verification-routine handout (4 steps)

Lesson Flow

Opening / Hook (5-10 min):

"Here is an AI answer with a real-looking citation. The article doesn't exist. Why does AI do this?"

Direct Instruction (15-20 min):

Hallucination categories: fabricated citations, fabricated quotes, plausible-but-wrong facts. Introduce the 4-step verify routine: Find the source, open it, match the claim, name the gap.

Guided Practice (10-15 min):

Stations of 3: each station has one AI-generated paragraph with one planted fabrication. Triads find it and document.

Independent Practice (10-15 min):

Use the routine on a 1-paragraph AI answer to a current-events question; flag what they cannot verify.

Closing / Exit Ticket (5 min):

One-sentence rule: "Before I cite an AI claim, I will ____."

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to AI ethics.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside AI ethics and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 4

9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

Learning Objective

Students will be able to identify visual and contextual signals of a deepfake and articulate the harm of synthetic media.

Standards Alignment

ISTE 1.2.b; CSTA 3A-IC-25

Materials Needed

- Curated 6-image deepfake-detection set (3 real, 3 synthetic)
- Reverse-image-search instructions

Lesson Flow

Opening / Hook (5-10 min):

Project 4 images — students vote real/fake on whiteboards. Reveal the answers.

Direct Instruction (15-20 min):

Tells: ear/jewelry asymmetry, hands & teeth, lighting/shadow direction, background warping. Pair with context tells: provenance, spread pattern, who benefits.

Guided Practice (10-15 min):

Triads work the 6-image set: vote, defend the visual signal, then run reverse image search to triangulate.

Independent Practice (10-15 min):

Find one image from this week's news; document one signal that builds trust and one that doesn't.

Closing / Exit Ticket (5 min):

Discussion: "Who is harmed by deepfakes? Be specific."

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to AI ethics.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside AI ethics and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Day 5

9-12 AI Ethics & Critical AI Literacy — 5-Day Lesson Plan

Learning Objective

Students will be able to draft a personal AI-use code with three rules, each backed by an example from the week.

Standards Alignment

ISTE 1.2.d; CASEL Responsible Decision-Making

Materials Needed

- Week's notes/audits
- Personal AI-use code template
- Sample codes (newspaper, university, workplace)

Lesson Flow

Opening / Hook (5-10 min):

Read aloud one student-friendly excerpt from a university's AI-use policy. "What's missing from this?"

Direct Instruction (15-20 min):

A code = rules + reasons + boundaries. Walk through the template's three slots: 'I will ___ when ___ because ___.'

Guided Practice (10-15 min):

Draft round 1 in pairs, then peer-critique using two questions: 'Is the rule specific enough that you'd know if you broke it?' and 'Does the reason connect to a harm we studied?'

Independent Practice (10-15 min):

Final draft, signed and dated by the student.

Closing / Exit Ticket (5 min):

Three volunteers read one rule. Class names the harm it prevents.

Differentiation

For struggling learners:

Provide a partially-completed organizer with the first row modeled and 2-3 sentence stems specific to AI ethics.

For advanced learners:

Add a transfer prompt: apply today's idea to a context outside AI ethics and defend the move in 3 sentences.

For ELL students:

Pre-teach 4 key terms with a visual glossary; offer the sentence frame "I notice that ____, which suggests ____ because ____."

For IEP students:

Reduce the response set by half; offer choice between a written, oral (recorded on Flip), or sketch response — same rubric.

Homework (optional)

Bring the code to your next AI-tool moment this week. Note one time it shaped your choice.



Need a custom plan for YOUR students?

iTeachWise generates personalized lesson plans, differentiated materials, student handouts, and ESA / IEP / GDPR-aware compliance docs in minutes. Free to start. Works independently of Canvas, Schoology, Blackboard or Moodle. No credit card required.

Try iTeachWise free! iteachwise.com