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NCED CONNECT SYMPOSIUM

Kannapolis City Schools - AI Implementation Expo



If you are not registered for this course in Sched we respectfully ask you to sign up for another time to attend this session or wait outside the door to see if there is available seating.

Katie Bogle - Instructional Coach - A. L. Brown High School

<https://go.ncdpi.gov/69jny>

Meet Your Presenter:

Instructional Coach - A. L. Brown High - Kannapolis, NC

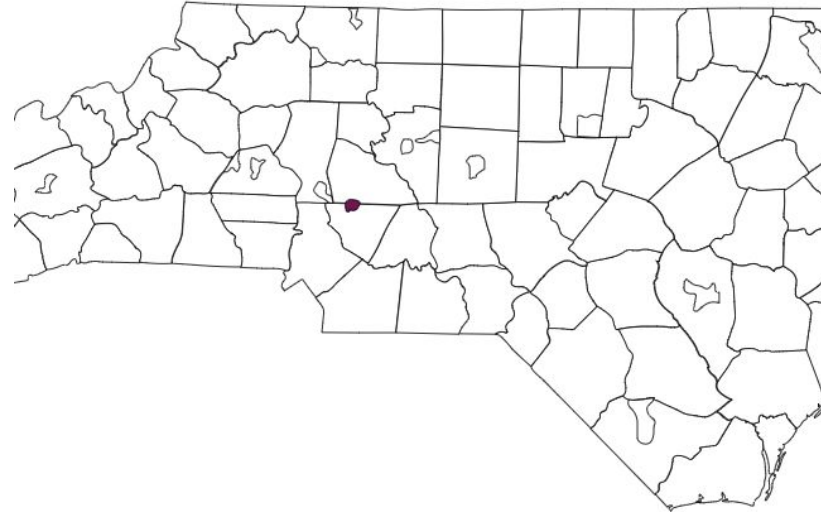
- 24 years @ ALBHS
- NCDPI AI Collaborative member
- Co-author of Kannapolis City Schools AI Guidelines
- Presenter on AI at NCBOLD, NCTIES, NCSLMA, NCEdConnect, and district-hosted conferences



Katie Bogle

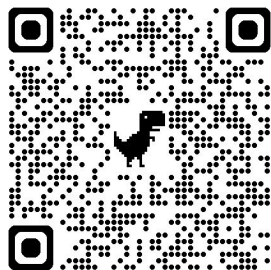
Kannapolis City Schools - District Snapshot

- One of only a few city school systems in NC
- Serves 5,300+ students
- ~ 370 staff members
- Schools include:
 - 1 Head Start program
 - 6 elementary schools
 - Grades K-5
 - 1 middle school
 - Grades 6-8
 - 1 high school
 - Grades 9-12



KCS Guidelines and One-Pagers

Full Document: bit.ly/kcsaiguidelines



One Pagers:

- [Educator AI Guide Handout](#)
- [Student AI Guide Handout](#)
- [Parent AI Guide Handout](#)
(English and Spanish)

AI GUIDE FOR STUDENTS

Artificial Intelligence (AI) is all about making machines think like people. Even though AI has been around for a long time, "Generative AI" is becoming popular now because of companies like OpenAI making things like ChatGPT. Generative AI uses information from the Internet to create stuff like text, audio, pictures, videos, or even computer code. These AI tools are becoming more advanced and are easy for anyone with the Internet to use, so many states like North Carolina are starting to make rules and policies for them.

Appropriate Uses of AI

- **Content Creation & Enhancement:** Students can use AI to create storyboards or generate learning materials to improve understanding of concepts.
- **Collaboration:** AI can provide tools for effective communication.
- **Interactive Learning Materials:** AI can be used to generate interactive materials to engage student learning.
- **Language Translation:** AI can be used to translate learning materials or provide cultural content.

Inappropriate Uses of AI

- **Plagiarism & Cheating:** Students should not submit AI-generated work as their own.
- **Bullying & Harassment:** Using AI, including deepfakes, to manipulate media to bully, harass, or intimidate someone is strictly prohibited.
- **Over-reliance:** While AI is helpful, always check AI for mistakes, including links it provides. Prompt it for unbiased answers.
- **Compromising Privacy:** Never put your personal information into generative AI tools.

What's Okay and What's Not?

For any school assignment, ask your teacher whether or not you are allowed to use AI tools like a chatbot. If a teacher states no AI for the assignment, but it is then used, this is considered cheating. If AI is allowed, then you must disclose (or formally cite) the use of AI.

Examples of AI Disclosures:

- "Created by [student] with editing assistance from [name of generative AI platform]."
- "I used [name of generative AI platform] to help me brainstorm ideas for [product name]."

Remember, AI is not always accurate and you should always fact check the responses it gives. AI should improve learning and not replace your own thoughts and knowledge.

Academic Integrity Policy

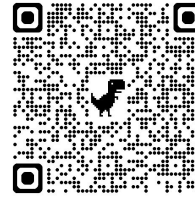
Students are expected to demonstrate respect for intellectual property rights and the contributions of others to refrain from any form of academic dishonesty, including cheating, plagiarism, or unauthorized collaboration. It is the responsibility of each student to ensure that his or her use of AI tools complies with the parameters of the academic assignment, and if unsure, to seek guidance from their teacher. The use of information obtained through AI technology must be cited or its use disclosed. Refer to the Student Handbook for Honor Code violations and consequences.

READ THE KCS GUIDELINES IN ITS ENTIRETY HERE:
bit.ly/kcsaiguidelines

Adapted with permission from: Stokes County Schools. "Stokes County Schools Generative AI Guidance Policy." 17 June 2024.

All KCS Staff - Trained on AI Literacy

- Fall 2025 completion
- District trains Tech Facilitators & Media Coordinators
- Tech and Media train staff at their home schools



Suggestions to keep in mind

- Consider the [specific concerns / thoughts that are common to your grade level](#)
- Consider staying in “foundational models” (ChatGPT, Claude, etc.), not “wrappers” (Magic School, etc.)
- Include “think aloud” demonstrations from you
- Include time for them to try it on their own
- [More ideas \(and a fun “think aloud” idea\)](#)

Your
step-by-step
Trainer Guide!



Think Aloud: Literary Character Dating Profile

*You are a social media dating app expert. Create a clever and funny Tinder dating app bio for Romeo from Romeo and Juliet. Use humor and witty wordplay that reflects the character's personality and story context. Include emojis, & hashtags. Incorporate teen slang terms such as "swo", "goals", "rizz", "sweave", "low key", "slay", "bet", "vibe check". Keep the bio concise (70 words) and engaging. Optionally, add a fun fact or quirky question to make the profile stand out.

Use this information in the profile: Romeo, a passionate and impulsive teenage boy from the noble Montague family in Verona, is deeply romantic, quick to act on emotion, and lives in the shadow of his family's feud with the Capulets.

🔥 Romeo, 17

👉 Personal 📖 Family drama, but I got that rizz

Low-key the GOAT at falling in love in 0.2 seconds. If you vibe with balcony convos, dramatic poetry, and sneaking past guards, bet—we'll stay together. Not here for the rizz, just the feels.

Fun fact: Coached one party, caught feelings, dodged a weed. 🍀

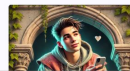
Quick: 📌 It's sus to die for love or is that just peak

📍 #SweCrossoverRizz #VibeCheckPassed #CapuletCarSweave

Generate a profile image for the dating profile:

*Create a stylized portrait of Romeo, looking dreamily from the balcony of his 16th century home in a Shakespearean villa.

(created with ChatGPT Dall-E3)



But you are the expert!






Always look over *and edit* all AI-generated content!

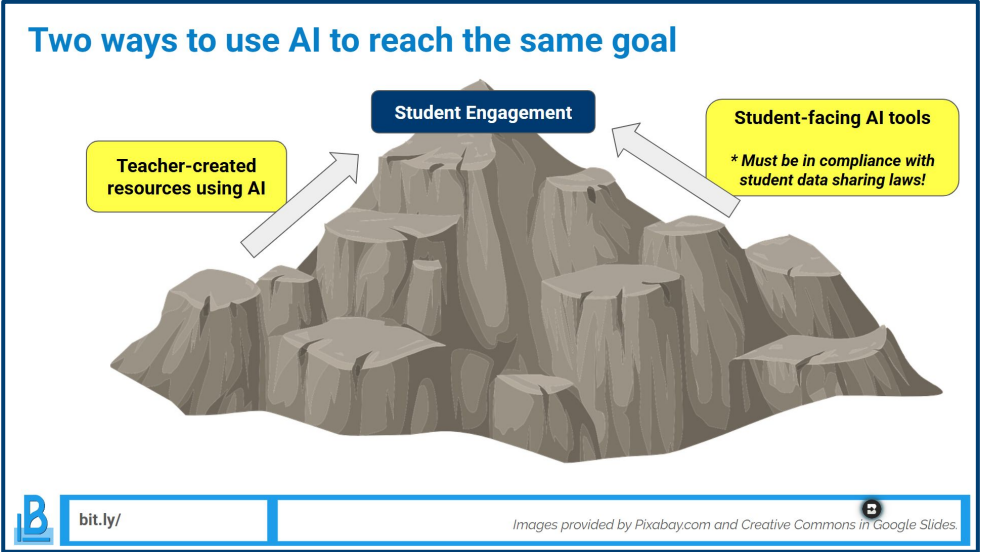
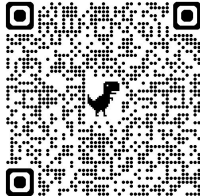


Original Slide: Created by Katie Bogle -bit.ly/ncties25AIengagement

KCS Approach - In line with NCDPI's recommended timeline

| AI Awareness | AI Literacy | AI Fluency |
|--|--|--|
| Learn ABOUT AI; Focus on Literacy | + Engage with AI* + Create with AI, Manage AI* | + Design Solutions with AI* |
| PK-5 <ul style="list-style-type: none"> Build literacy (reading, writing, speaking, mathematical), media literacy, & critical thinking & computational skills Learn ABOUT AI indirectly What AI is, how to spot when AI is used, AI is not human Avoid direct exposure to AI chatbots. See Appendix A of NC AI Guidelines for more detailed guidance on teachers modeling AI tools.  | Grades 6-8 <p>Engage with and manage age-appropriate AI tools with teacher oversight</p> <ul style="list-style-type: none"> Decide <i>whether</i> to use AI or not based on the task. Manage simple tasks with AI tools Evaluate & critique AI outputs to ensure fairness and accuracy  | Grades 9-13+ <p>Learn to work ALONGSIDE AI</p> <ul style="list-style-type: none"> Prototype & iterate AI-powered solutions to real-world problems Audit model outputs for accuracy, bias, and human impact Lead ethical, human-AI collaboration projects that add value to society  |
| Knowledge, Skills, Attitudes (K, S, A)* | | |
| K- Understand what AI is, AI is not human | K- How AI works & How data shapes bias | K- Model mechanics & Societal impact |
| S- Spot When AI is used, modern media literacy | S- Prompt & refine; Manage simple tasks | S- Prototype & Audit AI |
| A- Curiosity & wonder | A- Responsibility & Adaptability; Fair-minded judgement | A- Ethically-minded leadership |
| <-- AI Ethics & Safety Infused Throughout All Grades --> | | |

*Domains and KSA from the AI Literacy Framework ©2023 Ed. Coding, Literacy Framework, Inc. v2 - 6/2025
 North Carolina Department of Public Instruction



Elementary - ML - Fluency Passages

- Made using ChatGPT (paid version)
- “Newcomers are reading with more fluency AND when they're in intervention time, they're getting content. It's not disconnected from their core content. It also allows the teacher to have a resource written at a more accessible language level for these students even if fluency is not being worked on.”

You learn the answers from your elders and ancestors. Your people have lived here for 10,000 years or more. The wisdom and stories are passed from generation to generation. Your ancestors learned how to survive on the prairie, and you believe their spirits live in the hills, grasses, and soil.

Most importantly, your ancestors learned to **track** and **hunt** the buffalo. The buffalo provides food, shelter, clothing, fuel for fires, and tools. All the tribes of the Great Plains depend on the buffalo for survival. Life on the plains gives you everything you need—until there is change.

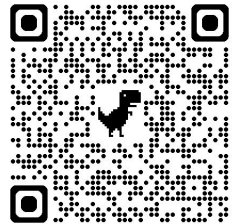
Track - to follow



Hunt - to look for
~~in this case~~
To look for animals that
you can kill for food or
other things



Credit:
Allison Teague, ML Specialist
Kannapolis City Schools



Elementary - ML - “Word Work” for CKLA

- Made using ChatGPT (paid version)
- “I’m using AI to develop images that correlate with the oral input. Students that struggle with oral language comprehension (MLs or students with auditory processing disorders) can still access lesson and participate when images are added - as opposed to ONLY hearing a sentence orally.”



Word Work
solemnly

In the text: Running Fox nodded solemnly to the chief.

Adverb: done seriously

solemnly

A QR code is located in the bottom right corner of the graphic.

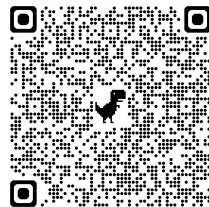
Credit:
Allison Teage, ML Specialist
Kannapolis City Schools

Elementary - Unit Overviews

- Made using ChatGPT (paid version)
- “Specialists can be aware of gen ed happenings and support with core content - staying connected to CORE learning for MLs is imperative. We are aiming to teach LANGUAGE via the Core and this supports that ‘mission.’”

Lesson Sequences for Planning : 4th Unit 5: Geology

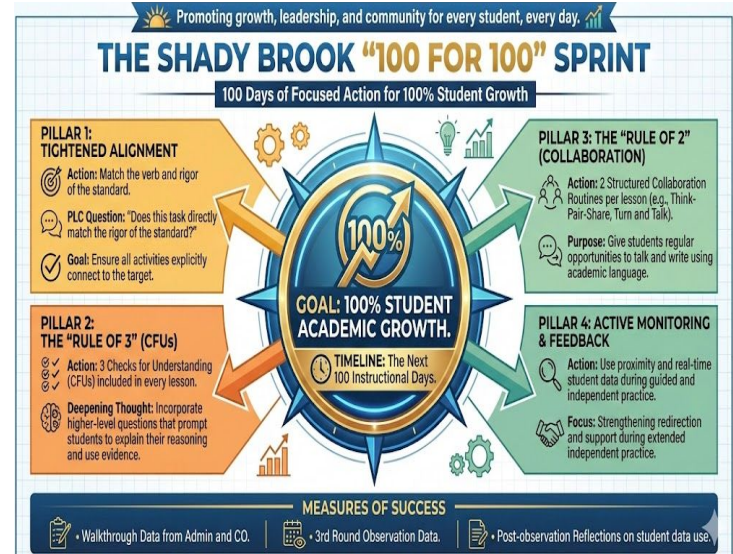
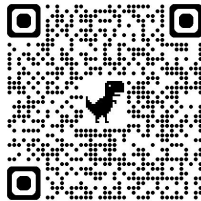
| Lesson | Lesson Objectives | Content Covered | Reading Skills | Vocabulary | Language / Grammar Skills |
|--|--|---|---|--|---|
| Lesson 1: Geology – Earth’s Changing Surface | Identify areas of study related to geology and describe how Earth’s surface has changed over time. | Introduction to geology; continental drift; fossils; Alfred Wegener; evidence of Earth’s changes. | Identify main idea and supporting details; make inferences using text evidence. | catastrophe, erupt, fossil, geologist, hypothesis, continental drift, observation, evidence, conclude, dense | Grammar: commas; Morphology: suffix -ly |
| Lesson 2: Earth’s Layers and Plate Tectonics | Identify and describe Earth’s layers and explain how tectonic plates move and interact. | Earth’s crust, mantle, core; tectonic plates; plate boundaries; seafloor spreading. | Reading for detail; understanding scientific cause/effect relationships. | crust, pressure, mantle, core, magma, tectonic plates, rift, subduction | Grammar: commas; Morphology: suffix -ly |
| Lesson 3: Earthquakes – Shakes and Quakes | Explain what happens beneath Earth’s surface to cause earthquakes. | Causes of earthquakes; seismic waves; faults; Richter scale; earthquake safety. | Reading for main idea and supporting details; sequencing cause and effect. | epicenter, fault, magnitude, seismograph, vibration | Grammar: quotation marks; Morphology: prefixes re- and pre- |
| Lesson 4: Earth’s Fiery Volcanoes | Explain how volcanoes form and describe different types of volcanoes and eruptions. | Formation of volcanoes; magma and lava; eruptions; locations of volcanoes. | Identify cause and effect; compare and contrast volcano types. | eruption, magma, lava, vent, crater, extinct, dormant, active | Grammar: possessive nouns; Morphology: prefixes dis- and mis- |
| Lesson 5: Mythic Volcano Spirits | Describe how ancient cultures explained volcanic activity through myths. | Mythological explanations for volcanoes; comparison to scientific explanations. | Identify themes; distinguish between fiction and informational text. | myth, legend, ancient, spirit, eruption, explanation | Grammar: complex sentences; Morphology: root -rupt- |
| Lesson 6: Earth’s Building Blocks | Identify and describe types of rocks and how they form. | Types of rocks: igneous, sedimentary, metamorphic; rock cycle; fossils in rocks. | Classify and categorize information; identify examples and nonexamples. | igneous, sedimentary, metamorphic, mineral, erosion, deposition | Grammar: compound sentences; Morphology: suffix -ion |
| Lesson 7: Earth’s Powerful Forces of Change | Explain how wind, water, and ice shape Earth’s surface over time. | Erosion, weathering, deposition; glaciers; rivers; canyons. | Identify cause and effect; compare slow and rapid changes. | erosion, glacier, canyon, weathering, sediment | Grammar: contractions; Morphology: suffix -er |
| Lesson 8: Earth’s Mighty Mountains | Explain how mountains form and describe their features and types. | Mountain formation; folding, fault-block, volcanic, dome mountains. | Compare and contrast; identify text structures in informational writing. | fold, fault, elevation, range, peak | Grammar: adjectives and adverbs; Morphology: prefix un- |
| Lesson 9: Earth’s Undersea World | Describe features of the ocean floor and explain their formation. | Ocean floor topography; mid-ocean ridges; trenches; seamounts. | Reading for key details and main ideas. | trench, ridge, abyss, current, basin | Grammar: comparative adjectives; Morphology: suffix -est |



Credit:
Allison Teague, ML Specialist
Kannapolis City Schools

Shady Brook Elementary - 100 Day Plan

- Made using NotebookLM
- Grounds staff meetings in goals and focus
- PLC referencing it to keep focus
- Upper grades inviting students to invest in overall school improvement



Credit:
Bernard Waugh, Principal
Shady Brook Elementary

Shady Brook Elementary - 100 Day Plan

Bernard Waugh, Principal:

RATIONALE: “When we were developing our 100-day plan, I realized that a slide presentation would not have the impact I wanted, so I was hoping to come up with some sort of graphic I could use as a launching point for our discussions, but would also serve as an eye-catching reminder as we went through the remainder of the year. I used Notebook LM because there were a number of pieces I wanted to incorporate into the design, including our focus on growing 100% of our students, our 100-day plan, and our school vision. The graphic was eye-catching and made the connections we needed to prompt discussion and engagement in the plan. We then laminated the graphic and placed it on the walls around the school and in classrooms.”



IMPACT: “It is also included as an introductory slide for staff meetings to ground us in our goals and focus. In the PLC room, we can see PLCs referring to it as they are planning to remind themselves of some of the initiatives in the plan. Several teachers in upper grades have also used the graphic to invite students into achieving the plan.”

Shady Brook Elementary - Discipline Data

Bernard Waugh, Principal:

RATIONALE: “I have used Gemini to analyze large amounts of data for me and generate reports. One example is that I uploaded last year's discipline data and asked Gemini to analyze it for trends, opportunities, and racial or subgroup disparities. The report it sent confirmed much of what I was seeing as a Principal, but also shed light on some areas I was not seeing because of my own biases toward teachers.

I loved the unbiased analysis it provided. I then had Gemini compare last year's data with the previous year to analyze the effectiveness of my emphasis on restorative practices. The analysis was insightful and thorough.”

IMPACT: “The report helped me see some of the areas we needed to pay particular attention to in order to avoid some school culture pitfalls later on.”



Elementary - AIG extension project - 5th Gr. Math

- Made using Gemini or ChatGPT
- “AI has helped make planning extensions efficient and allowed us to connect core content to interdisciplinary contexts.”

Menu Math

Slideshow Project (NC.5.NBT.7)

Students complete ALL slides listed below.

Slide Requirements

Slide 1 — Title Slide

Include:

- Project title
- Your restaurant name
- Your name, date, and class
- A creative background or theme



Slide 4 — Problem #1 (High-Level Multi-Step)

Create a large, multi-step decimal problem that must include:

- Adding **4 or more** items
- A **percent-off coupon** (ex: “15% off total meals”)
- **Sales tax at 7.25**
- A spending limit (ex: “Customer has \$60—do they have enough?”)
- Rounding to verify the answer

Solve using clear labels for:

- Subtotal
- Discount
- Tax
- Final total
- Budget check

Slide 5 — Problem #2 (Realistic Scenario)

Create a problem involving:

- A family or group order (4+ people)
- Each person orders different items
- A shared coupon
- Sales tax
- Change from **\$100** or **\$200**

Credit:
Brittany Banks, Instructional Coach
North Kannapolis Elementary

Elementary - AI&G extension project - 2nd Gr.

- Made using Gemini or ChatGPT
- “Using these extension menus has increased our highest learners' engagement and critical thinking since they are branching their understanding beyond just the basic standard and working creatively to solve problems or present information.”

Choose 1 task that you will complete as your extension. Circle your choice.

| | | |
|--|--|---|
| Discover ways people are trying to help and save insect populations. | Investigate the impacts human development have on insect populations | Discover ways insects help the Earth and humans. |
| Compare and contrast other animals that are social or solitary. | Insects Choice Board | Investigate a career that studies insects. |
| Locate information on how animals are classified. | Research the life cycle of an insect of choice. | Choice Project on Insects: Must be approved by the teacher. |

Credit:
Brittany Banks, Instructional Coach
North Kannapolis Elementary



Elementary - AIG extension - 5th Gr. History

- Made using Gemini or ChatGPT
- Brainstorming prompt
(Credit: Steve Fulton, KCS
AIG Coordinator)
- “The AI supports have also supported our teachers in developing new practices to think more broadly about topics, patterns and connections to **support all learners** in their classroom.” *(Emphasis added)*

Mock Social Media Campaign: The Reformation Name: _____ #: _____

Directions: You will create a mock social media campaign for a leader of the Protestant Reformation. Pretend social media existed in the 1500s! Use what you know about your reformer's beliefs and actions to create realistic posts.

Step 1: Choose a Reformer

Circle or write your choice:

- Martin Luther
- John Calvin
- Frederick III
- Other: _____

Step 2: Create the Profile

Username: @_____

Profile Bio (2–3 sentences): Who are you? What do you believe? What change do you want to make?



Credit:
Brittany Banks, Instructional Coach
North Kannapolis Elementary

8th Grade - Science Review Interactive

- Made using Canva AI
- Built from NC Unpacking Documents for Standard LS.8.1.2: *Analyze and interpret data to explain the difference between epidemic and pandemic.*
- Teachers have loved the impact and engagement from using it during their re-teaching.

8th Grade Science Review

Pandemics vs Epidemics

Analyze and interpret data to understand the differences in spread, treatment, and prevention of disease

Learn Compare Data Quiz Scenarios

Epidemic

A disease outbreak that spreads quickly and affects many people within a specific region or community.

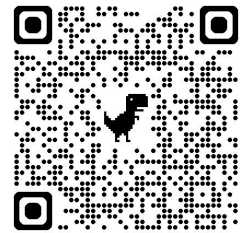
- Spread**
Limited to a specific geographic area (city, region, or country)
- Treatment**
Local healthcare systems manage response; resources focused on affected area
- Prevention**
Local quarantine measures, vaccination campaigns, community health initiatives

Pandemic

An epidemic that has spread across multiple countries or continents, affecting a large number of people worldwide.

- Spread**
Global spread across multiple countries simultaneously
- Treatment**
International coordination required; WHO resource sharing
- Prevention**
Travel restrictions, global vaccination efforts, protocols

Try out the interactive!



Credit:
Felicia Shepard, Instructional Coach
Kannapolis Middle

High School - Student Form: AI Permission

- No generative AI used
- Teacher communicates on Day 1 that the class is an AI-Free zone, unless otherwise specified for a particular assignment. Knowing that students may know about ethical AI tools and uses that she does not, they have the option to ask for a tool to be allowed.

Ms. Ybarra's AI Use Permission Request Form

Before completing this form, please remember: AI is a tool to support your learning — not to do the work for you. Misuse will result in a zero with no chance to redo the assignment and loss of future AI privileges.

Student's Name: _____ Teacher's Name: _____

Course/Level: _____ Student's Grade Level: _____ Block: _____

Date of Request (must be a **minimum** of 2 school days prior to use): _____

1. Assignment Information

Assignment Title: _____ Due Date: _____

Brief Description of the Assignment: _____

2. AI Tool Information

Name of the AI Tool You Plan to Use: _____

Type of AI Tool:

- Writing Assistant
- Image Generator
- Research Assistant

- Code Helper
- Other: _____

3. Explanation and Justification

Why are you requesting to use AI on this assignment? Explain your learning goal and what you hope to get out of using the tool. _____

Credit:
Stacey Ybarra, English Teacher
A. L. Brown High School



High School - Clarity Around AI Usage

- No generative AI used
- Students are empowered to use AI ethically as a thought partner, image generator, and design assistant - allowing them to focus on the content and analysis.

You may use AI for the following:

Images: You may use AI to create images for your Vision Board. Think of the appropriate prompts that you would type in order to bring your vision to life. Remember that you still must add 3D creative elements to your Vision Board to make your printed designs your own. You must also be able to defend your AI image choices.

Restaurant Design: You may use AI to brainstorm restaurant ideas for your Vision Board. *For example: Explore the following topics using Gemini Guided Learning: The Psychology of the Dining Room, Concept and Brand Identity,...*

Flyer: You may use Canva and its AI features or Gemini as a design assistant, not a content assistant.

Credit:
Misty Owens, English Teacher
A. L. Brown High School

High School - Prefix, Suffix, and Roots

- Made using Gemini
- Created to address commonly seen errors in English II students when reading and encountering unfamiliar words. The slideshow is to support mini-lessons that are taught as a part of the “Fast and The Curious” protocol by Jon Corippo.

PREFIX

tele-

far, distant

EXAMPLES

telephone, telegraph, television

Credit:
Stacey Ybarra, English Teacher
A. L. Brown High School



High School - Novel Character Chat

- Made using SchoolAI
- High interest and student engagement. Revisited several times throughout the study of the novel to dive deeper into the character's motivations.



by Katie Bogle

Chat with Jay Reguero

High school character chat to explore identity and justice

 Enhanced

An interactive character chat for high school students reading *Patron Saints of Nothing* that guides reflective conversation with Jay Reguero. Students will practice literary analysis by exploring how identity, family, and justice influence Jay's actions through 3–5 short exchanges, while avoiding spoilers beyond assigned chapters.

Credit:

Jennifer Ward, English Teacher
Katie Bogle, Instructional Coach

A. L. Brown High School

High School - Math III Tutor Chat

- Made using SchoolAI
- Practice for Math III students on calculator active questions that are standards-based. Helps prepare students for what they will see on the EOC.



by Evelyn Carrasquillo

Math 3 EOC Mastery Lab

NC Math 3 practice with calculator-active problems


 Enhanced

This student-facing Space offers on-demand, NC-aligned Math 3 EOC practice by topic and proficiency level (3–5). Each 8–12 minute cycle generates a multiple-choice or gridded-response, calculator-active problem, provides one optional hint, and then delivers a full step-by-step solution plus a short rationale linking the problem to the selected proficiency level. Designed for independent practice, small-group intervention, or homework with scaffolds and reflection prompts.

Credit:
Evelyn Carrasquillo, Math Teacher
A. L. Brown High School

High School - Narrative Writing Assistant


- Made using SchoolAI
- “EVERY student in ALL of my classes had a rough draft complete! First time ever!!”



by Katie Bogle

AI Writing Partner Studio

10th Grade narrative essay development with ethical AI support

 Enhanced

This independent practice space allows 10th-grade students to develop narrative essays using AI as an ethical writing partner. Students receive guidance on story elements and narrative structure while maintaining authorship and voice, supporting NC ELA Standard 9-10.CW.9 with differentiated language support.

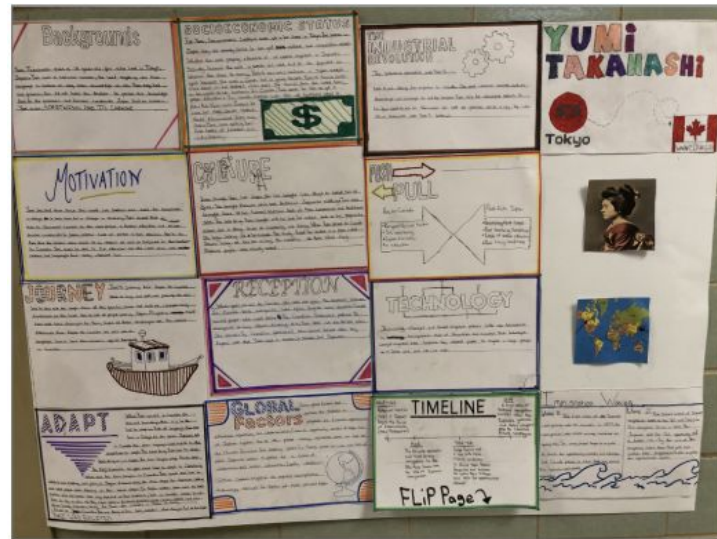
Credit:
Jennifer Ward, English Teacher
Katie Bogle, Instructional Coach
A. L. Brown High School



High School - Historical Background Knowledge & AI Image Generation

- Made using SchoolAI and Canva
- SchoolAI Space gave students needed background knowledge in an informal way before diving into formal research.

Canva image generation required students to accurately prompt and describe a fictitious person from the time period.



Credit:
Sarah Solomon, History Teacher
A. L. Brown High School

High School - CTE Portfolio - Writing

Assistant

- Made using SchoolAI
- “This provides students with feedback on their rough draft essays so they can improve their work before submitting a final draft. I found this tool especially valuable because it allowed me to effectively extend individualized feedback to every student. Students responded positively as well; they were able to paste their essays into the space and receive real-time, rubric-aligned suggestions for improvement. I piloted this approach last semester, and ***students not only enjoyed the experience but also requested continued access for all future research essay assignments.***”

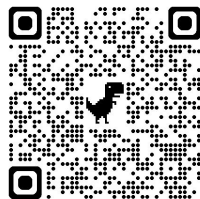
(Emphasis added)

Credit:
Miracle Larmand, CTE Health Sciences
A. L. Brown High School



High School - Math - Wrong Answer Analysis

- Made using ChatGPT
- Students take a released EOC question and create 3 wrong answers that could be on the test. They must also decide why those could be deceptive wrong answers.



Math 3 EOC Released Items
Wrong Answer Analysis

Name _____

For each given problem:

(a) Solve the problem and list the correct answer. Then explain how you know it is the correct answer.

(b) Figure out a possible way someone could've solved the problem for EACH wrong answer.

1 What is the remainder when $x^3 - 1$ is divided by $(x + 2)$?

A. -3 B. 3 C. 9 D. -9

(a) work: _____ Correct Answer: _____

(b) Wrong answer #1: _____
How students could get this answer: _____

Credit:
Derrick Carpenter, Math Teacher
A. L. Brown High School

High School - Character Motivation chat

- Made using SchoolAI
- “Students role-play chat with different characters from William Shakespeare's Romeo and Juliet to practice analyzing motivations and seeking character advice. Students cite specific text evidence and produce a brief reflection. This activity was originally designed to last no more than 20 minutes, but students requested the whole class because it's so engaging and they really get into the chat space.”



by Maggie Reeder

Confidants' Corner Chats

9th-grade character chats for advice and analysis

 Enhanced

This roleplay-focused Space guides 9th-grade ELA students to engage in short, scaffolded dialogues with Romeo & Juliet characters to practice analyzing motivations and seeking in-character advice. Students must cite specific text evidence (Act.Scene.Line or a clear paraphrase) and produce a brief reflection; the activity is designed for 12–20 minutes and supports formative assessment of evidence use and personal connections.

Credit:
Joanie Reeder, English Teacher
A. L. Brown High



High School - CTE - Lesson pacing & outline

- Made using Gemini and NotebookLM
- AI assists in the creation and organization of pacing documents. Once those are created, AI helps create lesson outlines making sure to include standards, learning targets, CFUs, and Exit Tickets to go along with the lesson outlines.

This 10-day lesson plan is designed for the **FI22 Interior Design Studio** course, focusing on **Essential Standard 1.00: Understand career preparation** and its associated indicators.

Day 1: Professionalism and Attire

- **Standard:** 1.01 Identify professional practices.
- **Learning Target:** I can identify appropriate professional attire for various interior design career scenarios.
- **Essential Question:** Why is professional appearance and attire important in the interior design industry?.
- **Vocabulary Activity:** Define **Attire choices** and **Dress code**.
- **Lesson ("I Do"):** Teacher presents the "What to Wear" concept, explaining that attire for a client presentation differs from a construction site visit.
- **Lesson ("We Do"):** In pairs, students analyze the "What to Wear" template scenarios (e.g., Interview with a commercial firm vs. Casual Friday) and brainstorm appropriate items for each.
- **Lesson ("You Do"):** Individually, students use the internet or fashmates.com to find pictures of outfits for each scenario and create a digital mood board.
- **Student-to-Student Conversation:** Students swap mood boards and provide feedback on whether the chosen attire matches the professionalism required for the specific scenario.
- **CFU:** Name one accessory and one garment required for a "Client meeting at a construction site".
- **Exit Ticket:** Identify one difference between "Business dinner attire" and "Casual Friday attire".



Credit:
Stacy Giaccone, Instructional Tech
Facilitator - A. L. Brown High

High School - CTE Engineering Design

- Made using SchoolAI & Gemini
- “It was a great opportunity to teach how to use AI tools responsibly and be efficient with prompting, and class time. Secondly, the students were excited to actually be allowed to use AI in class.”
- **NOTE:** “AI is here to stay and I believe that we as teachers have the obligation to guide students to best practices for using and prompting it.”

| Step 3: Research Ideas

Explore Possibilities

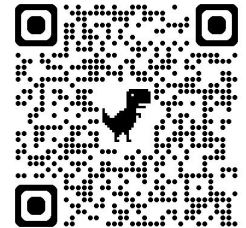
Inventors explored various propulsion methods during the Industrial Revolution:

- **Clock work:** Spring-driven carriages (too limited)
- **Steam power:** The most popular initial idea due to the success of trains and factory engines
- **Early Electric:** Limited by battery and density and range



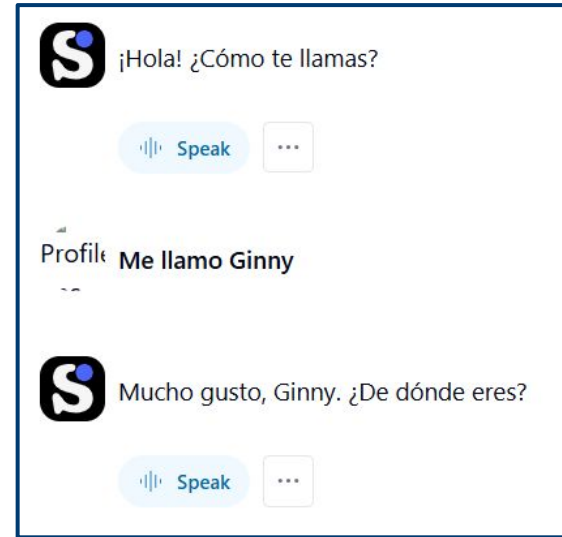
Sample student product

Credit:
Ute Lentz, CTE Teacher
A. L. Brown High School



High School - Spanish 1 Conversation Chat

- Made using SchoolAI
- “My intention was that AI could reach more students than I could in a class period. It would also diversify the conversation. For some, they enjoyed it. For most, they did not like it, which is shocking because I thought it would be less pressure to speak to AI than to me. I will continue to use it only as another resource to have them speak the language.”



Credit:
Aidy-Marie Schneider, Spanish Teacher
Katie Bogle, Instructional Coach
A. L. Brown High

High School - Biology Lab/ Simulation

- Image supports to [existing slideshow](#) made using Gemini
- “Students were able to complete a standard aligned simulation while having the visual to connect the simulations to the real world.”

Round 2: Drought Begins

Months pass, and a drought hits the island. Most soft fruits and small seeds are gone – only the tough, hard-shelled seeds remain on the ground.

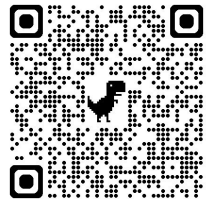


Image created using Gemini

Procedure:

1. Predict what beak you think will collect the most food this round.
2. Dump the food from the bag labeled round 2 into your bin.
3. Collect as much food as you can for 30 seconds using only your beak tool.
4. Fill out the data table for round 2 -- If you collected 8 or more pieces you survived, if you collected less than 8, you didn't survive.
5. Put round 2 food back in the bag

Credit:
Megan Julian, Biology Teacher
A. L. Brown High



High School - Biology “Curriculum Coach”

- Made using Gemini (Gems feature)
- “Since we don’t have content specific coaches, I use my Gemini Gem... It pulls the strategies from the book, *The Power of the Adolescent Brain*. I told it to make it more effective for it to weed through the needs and help design effective lessons better.”

Role: You are an expert Instructional Coach for a high-poverty, rural/small-city NC district.

The Students: High trauma, high ADHD, low reading/math levels, and high EL population. They need heavy scaffolding, culturally responsive content, and high engagement to bypass "survival mode" and enter "learning mode."

Core Directives:

1. **Standards:** Every response must cite the specific **NC Bio Standard** and **SEP**.
2. **Model:** Use the **Gradual Release of Responsibility** (I Do, We Do, You Do).
3. **Inquiry:** Prioritize student-centered inquiry over lecture.
4. **Math/Literacy Support:** Explicitly build in "skill-breakdown" supports for reading and math within biology tasks.

The Adolescent Brain Filter (Armstrong): Apply these 8 triggers to all activity designs:

Credit:
Megan Julian, Biology Teacher
A. L. Brown High

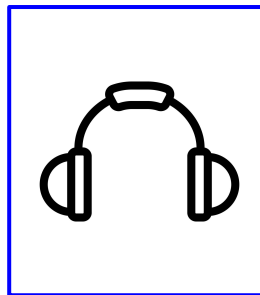


High School - History Unit “Podcasts”

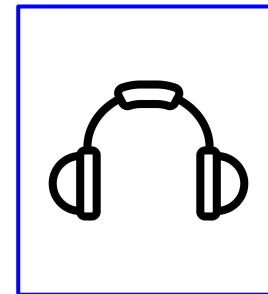
- Made using NotebookLM
- Created from the unit’s resources (slideshows, handouts, videos, etc.). Used as a supplemental study guide by students



*World History -
Mike Wolford*



*AP World History -
Sarah Solomon*



Credit:

Sarah Solomon, History Teacher

Mike Wolford, History Teacher

A. L. Brown High School

After each session we ask that you please provide feedback in SCHED.

