Google Classroom Upload Pack

CivicOS Labs

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CivicOS Florida Educator's Edition Pilot Kit
Purpose: Help a teacher, media specialist, microschool facilitator, or IT support person set up the five-lesson Pilot Kit in Google Classroom.

What this pack is

This is an upload-ready support pack for Google Classroom. It provides:

- A suggested Classwork structure
- Copy/paste assignment posts for all five pilot lessons
- Suggested attachment settings for readings, templates, and submitted artifacts
- A rubric structure that mirrors the Pilot Assessment
- A CSV manifest for teachers or IT staff who want a checklist-style upload plan

This is not an official Google Classroom add-on, plug-in, or one-click import file. It is designed for ordinary Google Classroom posting by a teacher, or for optional programmatic setup by a district technology team if district policy permits use of the Google Classroom API.

Before setup

Confirm these items before posting anything to students:

1. The teacher or facilitator has authority to use Google Classroom in the instructional setting.
2. The school, district, microschool, or family has reviewed the Open Pilot Agreement.
3. The teacher has selected the approved AI demonstration path for the setting:
    - district-approved AI tool,
    - prepared example AI outputs,
    - teacher demonstration only, or
    - commercial AI service only where policy explicitly permits.
4. Student-facing materials are posted in a format students can access without creating unauthorized accounts.
5. Any AI tool, website, Drive sharing setting, or student-submission workflow complies with local policy.

Recommended Classroom structure

Create one topic for orientation and one topic for each lesson.

1. Course Orientation
2. Lesson 1: What AI Is and Is Not

3. Lesson 2: Verify AI Answers
4. Lesson 3: Media Bias and Digital Persuasion
5. Lesson 4: Privacy, Ethics, and Academic Integrity
6. Lesson 5: Civic Tech Mini-Project

If the teacher prefers a simpler structure, use one topic only:

CivicOS Florida Pilot Kit

Recommended posting sequence

1. Add orientation materials

Post these as Classroom materials, not assignments:

- Open Pilot Agreement
- Parent/Guardian Letter, if used in the setting
- Student AI Use Agreement
- Pacing Guide
- Student Reflection and Self-Check reference

Suggested title:

Start Here: CivicOS Florida Pilot Kit

Suggested description:

This material introduces the CivicOS Florida Pilot Kit. Read the Student AI Use Agreement before beginning Lesson 1. Your teacher will explain which AI demonstration path is approved for this class.

2. Post each lesson as an assignment

Use the five assignment posts in the assignment-post section when creating Classroom assignments.

For each lesson:

- Attach the Student Edition lesson as view-only.
- Attach any student artifact template as “Make a copy for each student” if using Google Docs.
- Attach teacher-created prepared example AI outputs or approved demonstration materials as view-only.
- Set points according to the teacher’s grading preference.
- Add the lesson topic.
- Add the rubric if the class uses Classroom rubrics.

3. Use the pilot portfolio as the through-line

Students should leave the pilot with five concrete artifacts:

1. AI concept map
2. Source verification log
3. Media claim and bias analysis
4. Responsible AI use and privacy reflection
5. Civic issue brief or civic technology mini-project artifact

Teachers can collect each artifact as a separate Classroom assignment, or collect all five in one final portfolio submission.

Suggested Drive folder structure

Create a teacher Drive folder for the class:

CivicOS Florida Pilot Kit

Inside it, create:

- Orientation Materials
- Student Edition Lessons
- Teacher Demonstration Materials
- Student Artifact Templates
- Rubrics and Assessment
- Pilot Feedback

Use view-only files for readings and agreement materials. Use student-copy files for worksheets, logs, and final-project templates.

Google Classroom attachment settings

Use these settings unless local policy says otherwise:

Material type	Recommended Classroom setting
Student lesson reading	Students can view file
Open Pilot Agreement	Students can view file
Parent/Guardian Letter	Students can view file
Student AI Use Agreement	Students can view file
Student worksheet or artifact template	Make a copy for each student
Screenshot packet	Students can view file
Final project template	Make a copy for each student
Teacher-only guide	Do not post to students

Do not post Teacher Edition files as student-facing materials unless the teacher intentionally wants students to see teacher notes, suggested answers, timing, and facilitation guidance.

Rubric setup

If the class uses Classroom rubrics, create a short rubric with five criteria:

1. AI concept accuracy
2. Source verification
3. Bias, claim, and persuasion analysis
4. Privacy, ethics, and responsible AI use
5. Civic problem-solving with evidence

Suggested levels:

Level	Points	Description
Strong	4	Work is accurate, evidence-based, specific, and independently reasoned.
Proficient	3	Work is mostly accurate and evidence-based, with minor gaps or generalities.
Developing	2	Work shows partial understanding but needs stronger evidence, clarity, or completion.
Beginning	1	Work is incomplete, unsupported, inaccurate, or too vague to assess confidently.

Teachers may use the full Pilot Assessment for more detailed scoring.

Optional Google Form exit ticket

For each lesson, a teacher can add a three-question Google Form exit ticket:

1. What is the most important idea from today’s lesson?
2. What is one question you still have?
3. What artifact did you add to your pilot portfolio today?

For Lesson 5, replace question 3 with:

What civic problem did your project address, and what evidence did you use?

Optional IT/API setup

A district technology team may use the upload manifest as a planning source for a Google Classroom API setup, if district policy permits. This pack does not provide credentials, API scripts, OAuth setup, student roster access, or automated posting code.

Programmatic setup should be reviewed by the district’s Google Workspace administrator and should follow local privacy, security, and data-governance requirements.

Public Google Classroom references

These official Google references were checked on 2026-05-16:

- Google Classroom Help: Create an assignment
- Google Classroom Help: Add materials to the Classwork page
- Google Classroom Help: How attachments are shared in Classroom
- Google Classroom Help: Create or reuse a rubric for an assignment
- Google for Developers: Classroom CourseWork integration

Google Classroom Assignment Posts

CivicOS Florida Educator's Edition Pilot Kit
Use: Copy/paste these posts into Google Classroom, then attach the appropriate student-facing files, templates, and approved demonstration materials.

Course orientation material

Post type: Material
Topic: Course Orientation
Title: Start Here: CivicOS Florida Pilot Kit

Description:

Welcome to the CivicOS Florida Pilot Kit. In this short unit, you will learn how to understand AI, verify information, protect privacy, use digital tools responsibly, and apply technology to civic problem-solving with evidence and judgment.

Before Lesson 1, read the Student AI Use Agreement and review your teacher's directions about how AI will be demonstrated in this class. Your teacher may use a district-approved tool, prepared example AI outputs from the Teacher Edition, or another demonstration path permitted by your school. You are not required to create an AI account unless your teacher, school, and parent/guardian have approved that path.

Attach:

- Open Pilot Agreement
- Student AI Use Agreement
- Parent/Guardian Letter, if used in the setting
- Student Reflection and Self-Check reference
- Student-facing pacing summary or selected schedule dates; attach the full Pacing Guide only if students need to see the full pilot schedule

Attachment settings:

- Use "Students can view file" for orientation materials.
- Do not attach teacher-only guides to this post.

Lesson 1 assignment

Post type: Assignment
Topic: Lesson 1: What AI Is and Is Not
Title: Lesson 1: What AI Is and Is Not

Suggested points: 10
Suggested due date: End of Lesson 1 or next class meeting

Student instructions:

Today you will learn what AI is, what it is not, and why civic learners need to understand both its strengths and its limits. Your goal is not to treat AI as magic or as a villain. Your goal is to describe what it can do, what it cannot reliably do, and when a human has to verify the result.

Complete the Lesson 1 reading and class activities. Then submit your AI concept map and Lesson 1 reflection.

Bellringer / Warm-Up: Choose one self-contained option before the reading begins:

- Option A — Fast Start (3 minutes): Students name one AI tool or AI-powered feature they have used or seen. Examples: ChatGPT, Siri, Alexa, Gemini, Copilot, phone autocorrect, YouTube recommendations, translation apps, or game bots. They write what they think it is doing behind the screen.
- Option B — Standard Warm-Up (5 minutes): Students answer the Lesson 1 three-question warm-up: name an AI tool or feature, explain what they think it is doing behind the screen, and name one thing they would want to know before trusting its answer or recommendation.
- Option C — Extended Launch (6-7 minutes): Students answer the Option B questions and add whether it matters more to know what AI can do well or where AI fails, explaining their choice in 2-3 sentences.

For tight pacing, assign Option A as a short written response. For standard pacing, use Option B. For block schedules or discussion-heavy classes, use Option C.

Submit:

1. AI concept map
2. Lesson 1 reflection or self-check

Attach:

- Student Edition Lesson 1
- AI concept map template, if using one
- Teacher-approved prepared example AI output packet or demonstration file, if used

Attachment settings:

- Student reading: Students can view file
- Concept map template: Make a copy for each student
- Prepared example AI output packet: Students can view file

Rubric focus:

- AI concept accuracy
- Strengths and limitations
- Clear distinction between AI output and verified knowledge

Lesson 2 assignment

Post type: Assignment
Topic: Lesson 2: Verify AI Answers
Title: Lesson 2: Verifying AI Answers With Sources
Suggested points: 15
Suggested due date: End of Lesson 2 or next class meeting

Student instructions:

AI can produce useful answers, but an answer is not the same thing as verified information. Today you will practice checking AI output against reliable sources. You will identify claims, locate sources, compare evidence, and decide what can and cannot be trusted.

Complete the Lesson 2 reading and activities. Then submit your source verification log.

Bellringer / Warm-Up: Choose one self-contained option before the reading begins. Use this exact claim: “Dolphins are fish because they live in water.”

- Option A — Fast Start (3 minutes): Students identify the exact claim that needs checking. Expected claim: dolphins are fish because they live in water.
- Option B — Standard Warm-Up (5 minutes): Students answer: What exact claim needs checking? What source would verify it? What evidence would be enough? Suggested source examples: science textbook, reputable aquarium or marine biology website, encyclopedia, or government wildlife page.
- Option C — Extended Launch (6-7 minutes): Students answer the Option B questions and add: If two websites disagreed about this claim, what would you do next?

For tight pacing, assign Option A. For standard pacing, use Option B. For more discussion before source work, use Option C.

Submit:

1. Source verification log
2. Lesson 2 reflection or self-check

Attach:

- Student Edition Lesson 2
- Source verification log template
- Approved source list or teacher-selected links, if used
- Screenshot packet, if using no-install delivery

Attachment settings:

- Student reading: Students can view file
- Verification log template: Make a copy for each student
- Source list: Students can view file

Rubric focus:

- Identifying the claim being checked
- Selecting appropriate sources
- Comparing AI output against evidence
- Explaining what changed after verification

Lesson 3 assignment

Post type: Assignment
Topic: Lesson 3: Media Bias and Digital Persuasion
Title: Lesson 3: Media Bias, Claims, and Digital Persuasion
Suggested points: 15
Suggested due date: End of Lesson 3 or next class meeting

Student instructions:

Today you will analyze how digital messages try to persuade an audience. You will look for claims, evidence, source choices, audience, missing context, emotional language, and bias. The goal is not to pretend any source is perfectly neutral. The goal is to read carefully and explain how a message works.

Complete the Lesson 3 reading and class activities. Then submit your media analysis artifact.

Bellringer / Warm-Up: Choose one self-contained option before the reading begins. Use this exact sentence: “This new school policy will solve the problem for everyone.”

- Option A — Fast Start (3 minutes): Students identify the claim being made. Expected claim: the new school policy will solve the problem for everyone.
- Option B — Standard Warm-Up (5 minutes): Students answer: What claim is being made? Who might be the audience? What important context is missing? Audience examples: students, parents, teachers, administrators, school board members, or voters. Missing-context examples: what the policy is, what problem it addresses, who benefits, who disagrees, or what evidence supports it.
- Option C — Extended Launch (6-7 minutes): Students answer the Option B questions and add: How could two people with different opinions use this sentence in different ways?

For tight pacing, assign Option A. For standard pacing, use Option B. For a longer launch into audience, framing, and persuasion, use Option C.

Submit:

1. Media claim and bias analysis
2. Lesson 3 reflection or self-check

Attach:

- Student Edition Lesson 3
- Media analysis template
- Teacher-selected media examples or links

Attachment settings:

- Student reading: Students can view file
- Media analysis template: Make a copy for each student
- Media examples: Students can view file, unless students are choosing their own examples

Rubric focus:

- Claim identification
- Evidence and missing context
- Audience and purpose
- Bias and persuasive technique analysis

Lesson 4 assignment

Post type: Assignment
Topic: Lesson 4: Privacy, Ethics, and Academic Integrity
Title: Lesson 4: Privacy, Ethics, and Academic Integrity
Suggested points: 15
Suggested due date: End of Lesson 4 or next class meeting

Student instructions:

Today you will practice responsible AI use. You will think about privacy, personal information, data sharing, academic integrity, and disclosure. You will compare local and cloud-based AI use at a high level and decide what information should never be entered into an AI tool.

Complete the Lesson 4 reading and activities. Then submit your responsible AI use and privacy reflection.

Bellringer / Warm-Up: Choose one self-contained option before the reading begins. Rating system: OK to share = generally safe to type into an approved AI tool; Use caution = maybe safe only after removing personal details or asking the teacher; Do not share = too personal, private, or risky to type into an AI tool. Item list: (1) a public article link your teacher gave you, (2) your full name, school, and daily schedule, (3) a paragraph you wrote for class, (4) a private story a friend told you, (5) a question about a vocabulary word.

- Option A — Fast Start (3 minutes): Students choose one item, mark it OK to share, Use caution, or Do not share, and explain why in one sentence.
- Option B — Standard Warm-Up (5 minutes): Students classify all five items using the rating system and write one sentence explaining their safest choice.
- Option C — Extended Launch (6-7 minutes): Students classify all five items and write one rule that could help a student decide what not to type into an AI tool.

For tight pacing, assign Option A. For standard pacing, use Option B. For a longer privacy-rule discussion, use Option C.

Submit:

1. Responsible AI use disclosure draft
2. Privacy and ethics reflection
3. Lesson 4 self-check

Attach:

- Student Edition Lesson 4
- Responsible AI use disclosure template
- Privacy reflection template
- Student AI Use Agreement, if not already posted

Attachment settings:

- Student reading: Students can view file
- Disclosure and reflection templates: Make a copy for each student
- Student AI Use Agreement: Students can view file

Rubric focus:

- Recognizing personal and sensitive information
- Explaining responsible AI use
- Distinguishing assistance from authorship
- Using clear disclosure language

Lesson 5 assignment

Post type: Assignment
Topic: Lesson 5: Civic Tech Mini-Project
Title: Lesson 5: Civic Tech Mini-Project
Suggested points: 25
Suggested due date: End of Lesson 5, end of week, or teacher-selected presentation date

Student instructions:

Today you will use the habits from the whole pilot to address a local or state civic issue. You will identify a real problem, verify information using sources, consider what public agency or civic process is relevant, and create a short civic artifact that explains the issue responsibly.

AI may be used only in the way your teacher permits. You are responsible for verifying facts, citing sources, and explaining any AI assistance you used.

Bellringer / Warm-Up: Choose one self-contained option before project work begins. A real civic issue means a problem or decision connected to the student's school, neighborhood, city, county, or state that people could research and try to improve. Examples: traffic near school, school phone policy, water quality, public park safety, bus routes, recycling, library hours, local flooding, or a proposed Florida law.

- Option A — Fast Start (3 minutes): Students write down one real civic issue people might disagree about or try to improve.
- Option B — Standard Warm-Up (5 minutes): Students write one real civic issue, who is affected, which public agency/official/school board/city/county/state office might connect to it, and what source they could check first. Source examples: school board agenda, city or county website, Florida agency page, local news article, or official meeting minutes.

- Option C — Extended Launch (6-7 minutes): Students answer the Option B questions and add what would make the issue too broad, too vague, or too hard to research today, then explain how to narrow it.

For tight pacing, assign Option A. For standard pacing, use Option B. For a block schedule or capstone workshop, use Option C to help students narrow topics before research.

Submit:

1. Civic issue brief or mini-project artifact
2. Source list
3. AI use disclosure, if AI was used
4. Final reflection or self-check

Attach:

- Student Edition Lesson 5
- Civic issue brief template
- Source list template
- AI use disclosure template
- Final reflection/self-check reference

Attachment settings:

- Student reading: Students can view file
- Project templates: Make a copy for each student
- Final reflection reference: Students can view file, or make a copy if students submit directly

Rubric focus:

- Civic problem definition
- Evidence and source quality
- Responsible use of technology
- Clear explanation of civic process or public agency relevance
- Honest uncertainty and disclosure

Optional final portfolio assignment

Post type: Assignment
Topic: Lesson 5: Civic Tech Mini-Project
Title: Final Pilot Portfolio Submission
Suggested points: 50
Suggested due date: After Lesson 5

Student instructions:

Submit your completed pilot portfolio. Your portfolio should show how your thinking developed across the five lessons.

Submit:

1. AI concept map
2. Source verification log
3. Media claim and bias analysis
4. Responsible AI use and privacy reflection
5. Civic issue brief or mini-project artifact
6. Final self-check

Rubric focus:

- Completeness
- Evidence and verification
- Responsible AI use
- Civic application
- Reflection and growth

Suggested short rubric for Classroom

Use this when a single Classroom rubric is preferred.

Criterion	4 - Strong	3 - Proficient	2 - Developing	1 - Beginning
Concept accuracy	Accurate, specific, and clearly explained	Mostly accurate with minor gaps	Partly accurate but unclear or incomplete	Inaccurate, unsupported, or missing
Evidence and verification	Sources are relevant, credible, and used to check claims	Sources are mostly relevant and connected to claims	Sources are present but weakly connected or incomplete	Evidence is missing, unreliable, or not used
Responsible AI use	AI use, privacy, and disclosure are handled thoughtfully	AI use and privacy are handled appropriately with minor gaps	Shows partial awareness but needs stronger judgment	Ignores privacy, disclosure, or responsible-use expectations
Civic application	Connects the work to a real civic issue, process, or public purpose	Civic connection is clear but could be more specific	Civic connection is present but vague	Civic purpose is missing or unsupported
Communication	Work is organized, readable, and precise	Work is mostly clear and organized	Work needs better organization or explanation	Work is hard to follow or incomplete

Google Classroom Upload Manifest

Seq.	Type	Topic	Title	Attachments	Notes
1	Material	Course Orientation	Start Here: CivicOS Florida Pilot Kit	Open Pilot Agreement; Student AI Use Agreement; Parent/Guardian Letter if used; Student Reflection and Self-Check reference; Cumulative Glossary; Supported Reading Versions if used; Pacing Guide if students will see the schedule	Post before Lesson 1. Do not attach Teacher Edition files to students.
2	Assignment	Lesson 1: What AI Is and Is Not	Lesson 1: What AI Is and Is Not	Student Edition Lesson 1; AI concept map template; approved prepared example AI output packet or demonstration file if used	No-install delivery works with prepared example AI outputs or teacher demonstration. Bellringer uses explicit AI examples: ChatGPT, Siri, autocorrect, YouTube recommendations, translation apps, and game bots.
3	Assignment	Lesson 2: Verify AI Answers	Lesson 2: Verifying AI Answers With Sources	Student Edition Lesson 2; source verification log template; approved source list or teacher-selected links; prepared example AI output packet if used	Primary artifact is the verification log. Bellringer claim: “Dolphins are fish because they live in water.”
4	Assignment	Lesson 3: Media Bias and Digital Persuasion	Lesson 3: Media Bias, Claims, and Digital Persuasion	Student Edition Lesson 3; media analysis template; teacher-selected media examples or links	Use teacher-selected examples if local policy limits open web searching. Bellringer sentence: “This new school policy will solve the problem for everyone.”

Seq.	Type	Topic	Title	Attachments	Notes
5	Assignment	Lesson 4: Privacy, Ethics, and Academic Integrity	Lesson 4: Privacy, Ethics, and Academic Integrity	Student Edition Lesson 4; responsible AI use disclosure template; privacy reflection template; Student AI Use Agreement if not already posted	Reinforces approved AI-use path and privacy guardrails. Bellringer classifies five explicit items: article link, full name/school/schedule, student paragraph, friend's private story, vocabulary question.
6	Assignment	Lesson 5: Civic Tech Mini-Project	Lesson 5: Civic Tech Mini-Project	Student Edition Lesson 5; civic issue brief template; source list template; AI use disclosure template; final reflection/self-check reference	Capstone artifact should include evidence, civic process/agency relevance, and any AI-use disclosure. Bellringer defines real civic issues and gives examples such as school policy, water quality, bus routes, library hours, local flooding, and proposed Florida law.
7	Assignment	Lesson 5: Civic Tech Mini-Project	Final Pilot Portfolio Submission	Portfolio checklist or final submission template	Optional. Use if the teacher wants one cumulative submission after the five lesson artifacts.

