



Title: Netflix High School

An Assignment Designed for US Government

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Lesson adopted from Brett Roble of Jurupa Unified School District

Lesson at a Glance	
Purpose	At the start of a unit focused on the foundations of government and democracy, this exercise positions students as creative policymakers to respond to issues in their immediate community – <i>their school</i> .
Essential Questions	<ul style="list-style-type: none"> • How can we identify the complexities that shape an environment and how do students as policymakers respond? • How do governments best respond to issues fairly and equitably?
Learning Standards	CCSS.ELA-LITERACY.RH.11-12.2
Critical Thinking in Action	In this lesson, standards of relevance, logic, significance, and fairness (<i>critical thinking standards</i>) are applied to concepts and questions at an issue (<i>elements of thought</i>) in order to develop confidence in reason and fairmindedness (<i>intellectual traits</i>).

Essential vocabulary for this lesson [Display on anchor chart/classroom board]

- **Representation:** (In government) the method or process of enabling the citizenry, or some of them, to participate in the shaping of law and governmental policy through deputies through deputies chosen by them
- **Political Fairness:** (In government) the state of having no discrimination between citizens for wrong or irrelevant reasons
- **Equity:** The state of being just or fair. Different from equality, equity means recognizing that we do not start from the same place and acknowledge that we must make adjustments to imbalances.

Lesson Structure	
Warm Up (Provided on Google Jamboard)	<p>This warm-up ideally should be completed on a shareable Google Jamboard (Padlet and in person discussion on a white board are also acceptable)</p> <p>The following questions should be available on separate slides for students to respond:</p> <ul style="list-style-type: none"> ○ <i>What are the most important issues currently at our school?</i> ○ <i>What school policies are the most important at our school?</i> ○ <i>What school policies most directly benefit students?</i> ○ <i>What school policies most directly benefit teachers and school leaders?</i> <p>Students should be offered time (about 5-7 minutes) to respond to each of these questions. After responding, have a few student volunteers respond to some of the responses of other students that stood out to them or that they agreed with.</p>
Intro to Lesson	<ul style="list-style-type: none"> • Review the essential question and purpose with students. • Have vocabulary written on an anchor chart and ask students to copy definitions for reference in their own words. Students should be

	encouraged to integrate these words into their own discussions and responses.
<p>Lesson Activities (Provided on Google docs)</p>	<p> Part 1 - Scenario: Note: Students will be working in groups of 2 – 4 in order to participate in this exercise. On their assigned worksheet students will be provided with the following description:</p> <p>Description: Your school district has been approached by Netflix to produce a new documentary. The documentary is about creating the perfect high school experience, as imagined by the high schoolers themselves. They have identified your district as a low performing district in need of a new beginning, and have decided to sponsor your school in efforts for great improvement. Netflix is prepared to put forward nearly unlimited funds to produce this show, which documents the rebirth of a successful school completely guided by student leaders offering solutions based on their experiences. In order to move forward with this project, Netflix does require the following:</p> <ol style="list-style-type: none"> 1. All decisions about Netflix High School are made by students alone. This means that adults have no say and must comply with whatever the students decide. 2. All staff is fired Staff will be hired based on student criteria (presuming staff are necessary, are they?) 3. All buildings are demolished Buildings will be built based on student criteria (presuming buildings are necessary, are they?) 4. EVERYTHING is open for negotiation. Consider: staff, buildings, classes, what is required, rules, food, attendance, schedules - rethink EVERYTHING 5. Money is no object. Your funds are only limited by your imagination. 6. Students will be available for interviews, as part of the documentary YOU will be featured throughout the documentary. Adults and kids will be watching this documentary worldwide. YOU and YOUR decisions will be discussed in the public discourse (Twitter, etc.) <p>For the purpose of this exercise, make the following assumptions:</p> <ul style="list-style-type: none"> - You will attend this school (set aside that you will graduate soon) - These changes will happen immediately (don't worry about construction time, etc.) - You may <u>not</u> cancel school altogether <p>Offer time to field questions students may have about the scenario. Let students know that after planning their schools, they will be offering a pitch to Netflix (the teacher). You can set further rules to be as open or as specific as possible.</p> <p> Part 2 - Statement of students' rights and beliefs: Have students discuss a statement of their rights and beliefs by first completing a graphic organizer that has them answer the following:</p> <ol style="list-style-type: none"> a. How does your work move towards advancing fairness and equity for students? <ol style="list-style-type: none"> i. How is this an improvement from your school?

- b. What protections are students entitled to while on campus? Explain.
 - i. How is this an improvement from your school?
- c. What freedoms are students entitled to while on campus? Explain.
 - i. How is this an improvement from your school?
- d. What is the “vision” for the school? What “ideals” or concepts are important in your school? Explain.
 - i. How is this an improvement from your school?

After completing the graphic organizer, students should synthesize their ideas into a single statement that encapsulates what they discussed and wrote in their graphic organizer.

 **Part 3 – Scenario Presentation:**

Students, in groups, will have two products that will be presented to the class: (1) a list of “demands” to describe their ideal school and (2) a Google Slides presentation that includes their groups ideas.

- Presentations should be limited to 3 to 5 minutes.
- Students decide how they want to promote their school to Netflix using any of the guidelines from their work so far.

As students present, other students can fill out feedback worksheets that ask students to evaluate each other’s schools.

***Suggested Guidelines for their Netflix High School Google Slides Presentation:

(Offer template for differentiation)

- Slide 1: Name of your school + what’s your vision for this school?
- Slide 2: What makes your school unique?
 - Include a thesis statement before offering examples.
- Slide 3: Statement of students’ rights and beliefs (using information from Part 2).
 - Include a thesis statement before offering examples.
- Slide 4: Generally speaking, How is your school an improvement of your current school? How will Netflix know that your student-led solutions will benefit the school?
- Slide 5: What can Netflix viewers look forward to your show? Will there be drama? Entertainment? What will they see?

***You may also set a minimum list of demands that focus on different areas. Encourage students to create these based on things they wish they had or things that they wish were more emphasized in their schooling experience.

Closing: Lesson Discussion

 **Part 4 – Discussion:**

The United States government is a government created “by the people for the people.” Have students think about your experience with this project and consider the following discussion questions in a whole class roundtable:

- *How do we manage viewpoints that disagree?*
- *Is everyone’s opinion/vote/voice equal?*
- *What would happen if two of your school rights would contradict each other?*
- *If the majority of the schools want to abolish all academic classes and play video games, do we allow it, or do we work to exclude those voices for their own good?*

	<ul style="list-style-type: none"> • <i>As a student in your school, does your being a student there affect the school's vision?</i> • <i>Over time, after you graduate, should there be systems in place where policies can be updated, changed, or removed?</i> • <i>Think about the world watching you and talking about you on Twitter as you set an example for good or for bad. What ideals is your school (government) based on, and how does this show in your final product? How do you get others to believe in your vision?</i> <p>***You may want to share these questions ahead of time with students so they can consider their answers with more readiness. Students may also complete these questions as part of a final gallery walk.</p>
<p>Lesson Extension Ideas</p>	<ul style="list-style-type: none"> • The idea of this lesson is to be as malleable as possible. Teachers can ultimately expand or truncate as much of this experience as they wish. • If a smaller activity is desired, students can also just brainstorm ideas and discuss as a class instead of creating presentations. • This assignment can also be a semester long project where instead of a documentary, they create a show with seasons. Each season can fit the theme of a class unit. (i.e. Season 1 is about beginnings, Season 2 can be more about checks and balances between branches of the school, etc.) Presentations can take place at the end of the semester and a final pitch can be represented as a google site. • Students may be encouraged to do independent research through Pew Research Center or other sites to determine what issues are at the center of the political agenda. How well does their school or how can their school meet some of those national concerns? • This can be paired with a reading of the preamble to the US Constitution or the US Bill of Rights. Students can pair their own statements as texts with class readings for closer reading analysis.