Student 360
Prioritizing Human Connection as a Learning Foundation
STUDENT 360

The Why

The What

The How
19%
2013: American College Health Association

- 84.3% Overwhelmed By Life
- 79.1% Exhausted
- 60.5% Felt Very Sad
- 57% Felt Very Lonely
- 51.3% Felt Overwhelming Anxiety
- 46.5% Felt Things Were Hopeless
- 38.3% Felt Overwhelming Anger
- 31.8% Felt So Depressed it was Difficult to Function
GENERATION Z: CONNECTED FROM BIRTH.

Born mid-1990s to 2010.
Life

Life is a special quality or condition shared by all living things. People generally find it fairly easy to tell living things from nonliving things. A butterfly, a horse, and a tree are obviously alive. A bicycle, a house, and a stone, on the other hand, are obviously not alive. People consider a thing living if it is capable of certain activities, such as growth and reproduction.

Biologists have vast knowledge of living things. But they find it hard to come up with a satisfactory definition of what life actually is. The difficulty comes in establishing an exact dividing line between living and nonliving things. For example, a virus by itself is a lifeless particle. But when inside a living cell, a virus takes on life-like activities. Viruses seem to be on the boundary between life and nonlife.

Rather than trying to define life precisely, most biologists try to understand life better by studying living things. There are more than 10 million species (kinds) of living things on Earth. Scientific evidence suggests that all of them evolved from the common ancestor billions of years ago. Living things are made up of cells. All living things are made up of cells, and these cells are made up of basic chemical elements. These elements combine in complex ways to form all of the parts of living cells.

Living things depend on another one and on their surroundings to provide food, water, and other necessities of life. For example, many communities of living things depend on energy from the sun. Plants, algae, and certain microscopic organisms can turn this energy into food through a process called photosynthesis. Other living things must eat or absorb food from the photosynthesizing organisms. The study of the relationships between organisms and their environment is called ecology.

Scientists have long sought answers to two major questions about life: (1) How did life begin on Earth? and (2) Does life exist elsewhere? Both matters are the focus of much scientific research.

This article will discuss the characteristics of living things, how living things relate to their environment, the structure of living things, and the chemical basis of life. The final two sections will discuss the origins of life and the search for life on other planets.

I. The characteristics of living things

A. Reproduction
B. Movement
C. Growth
D. Responsiveness
E. Adaptation

II. Living things and their environment

A. The physical environment
B. The biological environment

III. The structure of living things

A. Cells
B. Tissues, organs, and organ systems

IV. The chemical basis of life

A. Elements
B. Molecules
C. Molecules, organelles, and organelles

V. The search for life on other worlds

A. In our solar system
B. In other solar systems

Gerald J. Ausubel, the contributor of this article, is coauthor of the textbook Biology: Life on Earth.
THE WORLD
What Makes a Good Life?
Paradox of Choice

No Choice
- Tyranny
- No Control
- No Autonomy
- Demotivation

Choice Overload
- Anxiety
- Self-Doubt
- Dissatisfaction
- Demotivation
Classes of 1976 and 1989
Selective School, 7%*

Krueger and Dale, 2011
GALLUP®

Of four factors presented, business leaders were most likely to indicate that the amount of knowledge a candidate has in the field is a very important factor to managers making hiring decisions for organizations. Over 8 in ten (84%) say it is a very important factor. Nearly as many business leaders, 79% say the candidate's applied skills in the field is a very important factor. Just 9% say where the candidate received their college degree is a very important factor in hiring decisions for managers, though more, 28% say the candidate's college or university major is a very important factor. Another 42% say it is a somewhat important factor.

<table>
<thead>
<tr>
<th>Please tell me if each of the following factors are very important, somewhat important, not very important, or not at all important to managers making hiring decisions for organizations. How about...?</th>
<th>%1 Not at all Important</th>
<th>%2 Not Very Important</th>
<th>%3 Somewhat Important</th>
<th>%4 Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate's college or university major</td>
<td>8%</td>
<td>22%</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>Where the candidate received his or her college degree</td>
<td>14%</td>
<td>40%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>The amount of knowledge the candidate has in the field</td>
<td>0%</td>
<td>2%</td>
<td>14%</td>
<td>84%</td>
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1980’s
JAYCEE DUGARD
KIDNAPPING SURVIVOR

MY LIFE AFTER CAPTIVITY

Held prisoner for 18 years, the 36-year-old is now happy and healthy. She opens up about how she's healed, the daughters she adores and her hopes for finding love.

EXCLUSIVE EXCERPT FROM HER NEW MEMOIR
A Nation At Risk
2017-2020

2016: ELA/ELD

2017: Social Studies

2017-2018: Science

2019: Health

2020: Computer Science
**Student 360 Card**

- **Positive Mindset**
  - Cultivate a mindset of growth and balance.
  - Support exploration of strengths and areas of interest.
  - Work with families to develop a balanced, healthy, and personalized plan for college and career.

- **Autonomy and Independence**
  - Teach students to internalize the learning experience and to set and evaluate learning goals.
  - Develop a love of learning that transcends grades and evaluation.
  - Support student self-advocacy in times of conflict.

- **Persistence and Grit**
  - Cultivate an environment where students take responsible risks.
  - Work with students to embrace and learn from failure and endure through struggle.
  - Cultivate dispositions of leadership to drive positive change.

- **Collaborative Communities**
  - Develop a spirit of service to the local and global community.
  - Understand and embrace equity and access to opportunities for all.
  - Daily, repeated practice in discourse and speaking skills.

- **Empathy and Understanding**
  - Support understanding of the art of authentic listening.
  - Embrace the mistakes others make, and practice forgiveness.
  - Understand conflict is a part of relationship building.

- **Mindfulness and Thoughtfulness**
  - Cultivate awareness of the present moment and sharpen attention.
  - Practice regular and random acts of kindness.
  - Support the development of emotional awareness and regulation.

For more information, contact Ryan Gleason, Director of Education and Leadership: rgleason@lvusd.org
WHAT AND HOW

Lead by Inspiration, Model Often

Acknowledge Bad Muscle Memory

Train Principals What to Look For

Acknowledge Teacher 360

Parents and Community Are Essential

Dispel Myths That Drive Chaos
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