



JICHS Leadership Team Report

22 February 2021

LEADERSHIP TEAM:

- ❑ The LT team has approved a recommendation that would provide 2 or 4-day in person instruction to students as determined by student/family preference or need.

PERFORMING ARTS:

- ❑ Click [HERE](#) for our Performing Arts February Update. Lots of exciting things going on, recitals videos, and students being recognized!

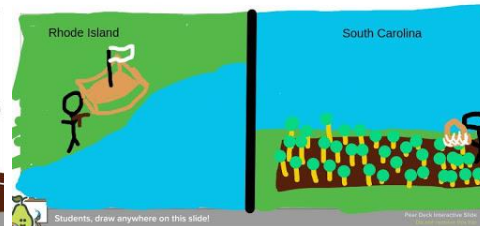
SOCIAL STUDIES:

- ❑ **Mr. Webster's** hybrid classes are utilizing digital tools to create social contracts to begin the new semester. Padlet is a tool that allows students to contribute & interact digitally. [Social Contract Padlet](#)
- ❑ **A couple lovely emails students have sent to our department members after S1:**
 - ❑ "I just wanted to say thank you for everything. Your class was extremely beneficial to me and I feel like I learned so much from you. One of the biggest things for me was learning how to write correctly (ACE Formatting). Even though I didn't really like it at first, I now find myself using it in every class without even thinking about it. After completing your class I feel like I have a new perspective on things that I was unaware of prior to this class. I think anyone could benefit from your class because it really gives you a different way of thinking about things."
 - ❑ "I believe you know that this is my first year attending James Island Charter, and among all of the teachers I had this past semester, it seemed you were the most invested in your students and your work. In addition, I was also very grateful to have a teacher with such ethic as yours teach me my favorite subject."
- ❑ **S2 US History:** We are learning about the thirteen colonies and the colonial regions. In class, we used the Peardeck App to draw pictures showing our understanding of what types of jobs colonists might have in the different colonies, based off of the region the colony was located in.

Select two of the colonies from the map. Then, draw a picture to show colonists completing jobs that were common in each colony.



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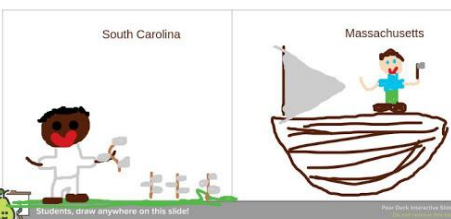


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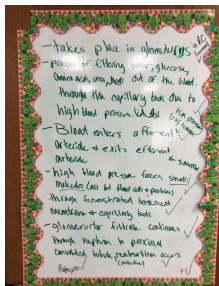
- ❑ **S1 US History:** students in Ms. Howard's class made dioramas for their End of the course projects. See below!



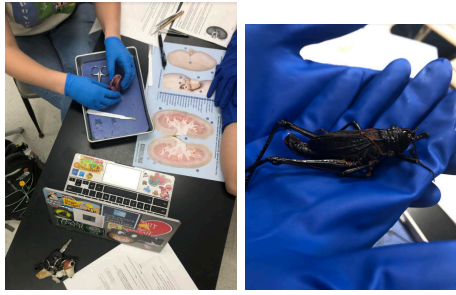
- ❑ **IB Anthropology:** We are currently reading an incredibly interesting ethnography by Adriana Petryna titled, *Life Exposed: Biological Citizens after Chernobyl*. We are applying our knowledge of the field of anthropology, and honing in our skills to avoid ethnocentrism as we read about other cultures. In connection with TOK this ethnography has us exploring the questions: what is scientific knowledge, who makes it, and who determines its veracity? In connection with history, this ethnography has us exploring questions: what is a citizen, how is citizenship determined, and how does Petryna's *biological citizen* support, refute or modify our working definitions? We have constantly made connections with the global COVID-19 pandemic and found parallels to scientific/political responses and consequences.
- ❑ **AP European History:** We just finished our second unit test, working on our argumentation and evidence skills. I've only graded 2 of the 4 parts of the tests so far, but the scores are looking very promising. Please applaud any students you know who have stuck with Euro in such a trying year, as they have climbed the mountain and reached the peak! The discomfort of learning new skills and content simultaneously is over, now it's continuing to learn the new content while sharpening our new skills. Very excited to see what this class can do! Their dedication to such a challenging (and rewarding) course in spite of the world these days, has been inspiring!
- ❑ **Honors Economics:** Students completed a unit on Market Structures, Business Organizations, and Labor. As part of this unit students were asked to complete an Entrepreneurship project. The project required students to work in small groups to research an entrepreneur and create a video interviewing the entrepreneur about their life, how they started their business, etc. The goal of the video was to train and inspire the next generation of entrepreneurs. The two videos that I shared are two students who interviewed local entrepreneurs.
- ❑ [Bight Ma Farms - Harold Singletary](#)
- ❑ [Charleston Green and Bohicket Farms - John Smoak](#)

SCIENCE

- ❑ (Lyles) - IB Biology HL Year 2 students practiced answering IB questions related to the kidneys and ultrafiltration. We used these modified whiteboards to discuss and write as a class.



- ❑ (Lyles) - IB Biology HL Year 2 students are studying the kidney and how it functions. Understanding: The Malpighian tubule system in insects and the kidney carry out osmoregulation and removal of nitrogenous waste. Skill: Drawing and labelling a diagram of the human kidney. This topic is one of the more complex ones we do in this course so students dissected a grasshopper and a kidney to better understand the complexities of these structures.



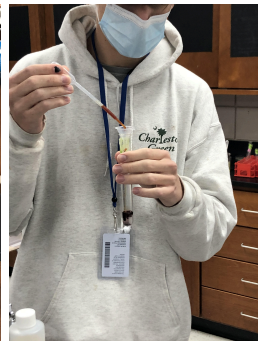
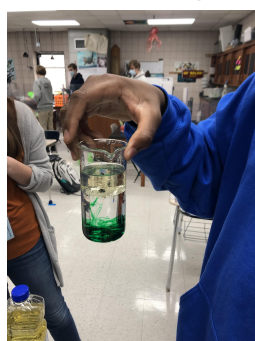
- ❑ (Barrett) - Honors Biology students completed a pineapple enzyme in class. Even though this class is virtual, many students were able to participate from home using pineapple (canned & fresh) and jello. It is important for the students to be able to do these hands on activities even when working virtually. While we don't have pictures, students had fun with it and even some good parent comments were shared!
- ❑ (Barrett) - IB Sports, Exercise & Health Science recently wrapped up their unit on the cardiovascular and respiratory systems. To tie it all together, students were able to dissect sheep plucks (heart and lungs) and pig hearts. Through the dissection, they were able to go "beyond the diagrams" and see how the two systems work together. Students were also able to reflect on this activity and practice writing the personal engagement and exploration sections of their IA.



- ❑ (Barrett) - IB SEHS students are currently studying macromolecules. In this lab, students are extracting the "Invisible Fats in Foods" by comparing masses of two different types of chips after removing the fat with acetone.



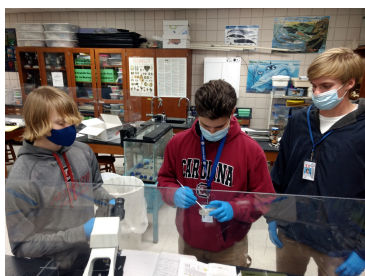
- ❑ (Reeves) - CP Biology students are learning about biological molecules. They rotated through stations to learn more about each group of molecules. There was a card sort, a 'lava' lamp demonstration and a series of indicator tests to determine the biological molecule.



- ❑ The new weather station has been mounted on the roof of the science building!



- ❑ (Lyles) IB Biology HL Year 1 students have designed experiments to test the factors that affect root growth in plant stem cuttings. This is a long term project that is a 'practice' for designing and carrying out their IA. Students have been growing their plants for a few weeks and submitted pictures with data as a check in assignment. [Example 1](#) [Example 2](#)
- ❑ (Evans) In Marine science students worked on an experiment this week where they took the DNA from a glowing jellyfish and transformed it into non-pathogenic *e.coli* bacteria. Next week we will be checking for results!



- ❑ (Reeves) Environmental Science studied the water cycle and primary productivity by comparing the mass of Nerve Plants (*Fittonia albivenis*) that were kept under different conditions. Students will construct graphs to help them analyze their findings.



- ❑ The science department has a subscription to a virtual lab program that has been very successfully implemented in our courses this year. In addition to performing virtual lab experiments, students have been able to assume the roles of forensic scientists, physicians assistants, geneticists, pediatricians, veterinary technicians, and veterinarians to solve mysteries using scientific principles.

LIBRARY:

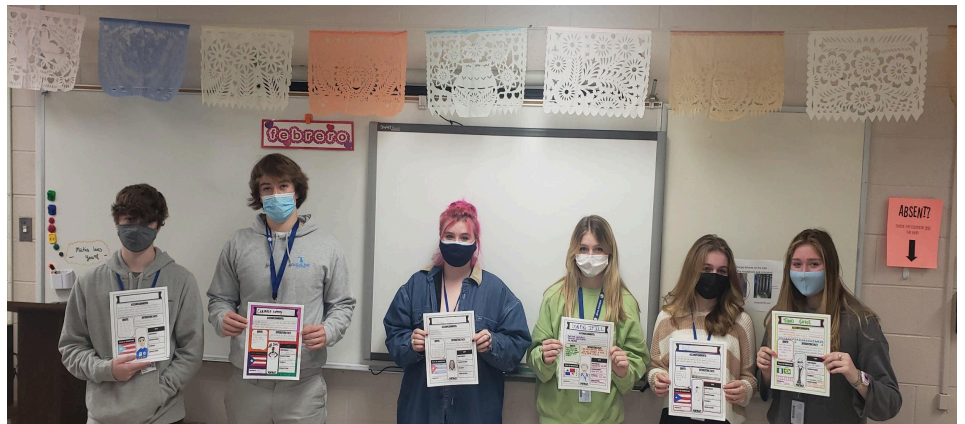


ROTC:



WORLD LANGUAGES:

- ❑ In honor of Black History Month, Ms. Bainbridge's Spanish 1 & 2 classes learned about the connection between Africa and Latin America, heard stories about the struggles Afro-Latinos face, and researched famous Afro-Latinos (past and present). Some of their work is displayed in the WL hall.

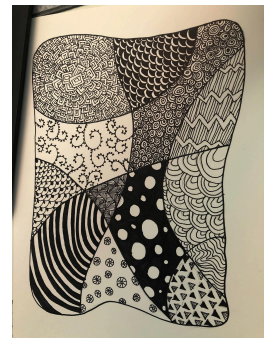
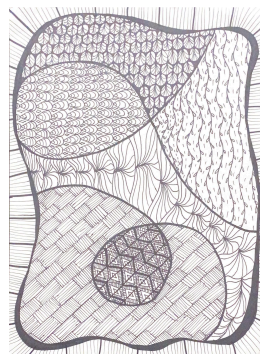
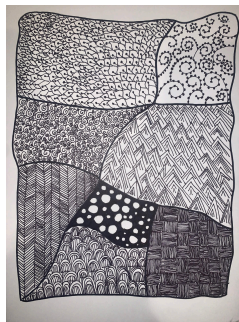
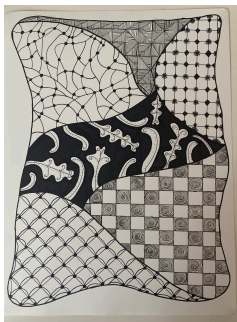


ENGLISH:

- ❑ 10th grader Simone Corey, a student in Ms. Broome's class, is among 8 state finalists for the Poetry Outloud Competition. If she wins, she'll advance to the National competition.

VISUAL ARTS:

- ❑ **Art 1 --** Students are working on learning about the Elements and Principles of Art. We introduced Line and Pattern, and completed a Zentangle assignment this week. See examples below! Next week we will cover how lines create texture and value, and begin a Scratch Art Project.



- ❑ **Art 2: 2D --** Students are working on their Album cover projects, illustrating the soundtracks to their lives! Students also completed a still life pre-assessment of different fruits and vegetables.

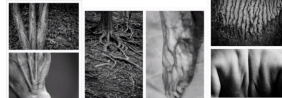


- ❑ **IB Visual Art (HL 1, SL 1, and SL 2) --** IB SL 2 just submitted their final Comparative Studies and are continuing to work on art for the Exhibition and Process Portfolio. SL 1 is working on their first independent project and thinking about artists that they would want to use for their Comparative Study. HL 1 is gathering research for their Comparative Study and creating Venn diagrams for the information they are gathering.

Research
 -The human appreciation for the physical beauty of the natural world is often invoked as evidence of biophilia.
 -Our relationship with the natural environment can be understood through the concept of biophilia and the biophilia hypothesis. This term is defined as humans' innate need to affiliate with other life such as plants and animals. This essentially means that humans have a desire to be near nature.
 -It's hard to overstate how much good nature does for our well-being: Study after study documents the psychological and physical benefits of connecting with nature. People who are more connected with nature are happier, feel more vital, and have more meaning in their lives.
 -From within, you can feel nature as a call to connect, to nourish aliveness by communing with others. You can think of it as your own Higher Self. ... The Higher Self can never be truly lost because it is knit into life, and we all are an instance of life, every cell in each one of us.

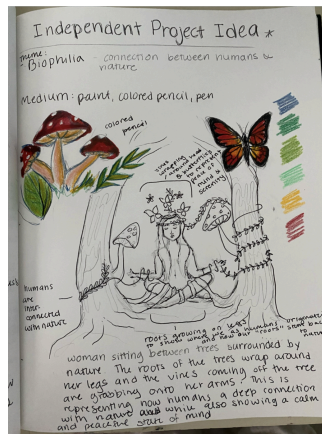


Similarities between the human body and nature



Visual Exercises is a new photo project by Polish fine art and portrait photographer **Aliga Brodziewicz**, who hunted for similarities between the human body and nature created snippets of her findings.

"The series of photos is the visual re-enactment of my ever-increasing desire of being close to nature," Brodziewicz tells PictHead. "The older I grow, the more intense this desire is. It is also the expression of my growing concern for the environment and the human impact on it. By combining images of the human body and elements of nature I am trying to show that we are inter-connected and that our separate existence is impossible."



Photography 1

- Students were given their school issued cameras (Nikon D3300) this week! We are so fortunate to have top of the line equipment for our students to learn with. They are beginning their first photoshoot next week, and are very excited to learn more about the basics of Photography. This week we introduced Composition and how to arrange a successful photograph. We discussed the difference between "snapshots" and "photographs" in order to begin taking a deeper look at what it means to truly capture a successful, meaningful image.

3D Design (Art 2: 3D)

- Sculpture students have just finished their first sculpture in the round, an exploration of Line in space that illustrates how visual composition relates to 3D Design. This week we investigated the aesthetics and conceptual ideas of artist Frank Stella and architect Frank Gehry who both use lines and planes found in nature to create sculptures that hang from the wall. At home, students are investigating their own series of 9 images found in nature and have been tasked to identify lines and planes in these photographs to inform their sculpture plans. Each student will submit 12 thumbnail drawings which will pair their 9 investigations of lines and planes into spatial combinations they envision will work for their sculptures (based on their collected materials). In class, students will paint their natural organic lines and planes with unnatural colors to create contrast and interest Monday. Tuesday we will begin the construction process. This will take 5-7 days. When the work is complete it will be installed on campus possibly in the Atrium (4-foot x 14 inches) as SYMBOL for the 2021 Art Connects Us Youth Art Month celebration on campus.

AP Art

- Developing Sustained Investigation for AP Exam -- During the last few weeks of Art 4, students were presented with several activities to help them discover a subject matter that they are interested or passionate about. Each student has been looking up related articles, researching compositions, and digging deeper into their art marking. They turned in 3 mini sustained investigations for their final project in Art 4 and this led into their ideas and beginning project for AP. One student that was not in Art 4 but now in AP is still in the process of discovering her topic or theme.



- National Art Honor Society (NAHS)** -- Youth Art Month is an annual observance each March to emphasize

the value of art education for all children and to encourage support for quality school art programs. National Art Honors Society is making masks and planning SAFE "POP ART" art-making activities for lunch participation for the school to participate in. Students have also painted the art boards black near the art wing and elected officers. They are working on recruiting as well! They also painted another one of the large Bass instruments that was donated, and will be added to the Performing Arts Building. Lastly, they are also in the process of designing the courtyard mosaic design for the bench in front of the vending machines. Ms. Purvisl should have a design next week. They decided that would be a good school wide art project/community art project that would help connect us.

IB:



GUIDANCE:



PE:

- ❑ We were so excited to start the Unified PE class again at JII! Students of all abilities join together for PE, art, and now music!

CTE:

- ❑ S1 - Mr. Walker's **Health Science** finished out the semester doing blood pressure collection & IV starts (key skills for healthcare workers with the IV starts being highly sought since most students leaving schools never start IVs before beginning their careers) - this was a high level skill used to cap off key learning concepts of the cardiovascular system. *Pics on our JICHS Facebook page.*
- ❑ S2 - Ms Miley's **Foundations of Animation** class is learning the 12 Principles of Animation and have already created some pretty cool animations only two weeks into the semester! [Foundations of Animation Student Work](#)
- ❑ **February is CTE Month** and our CTE department will focus on helping students set up their digital resume/portfolio and provide information about scholarships and job opportunities in our area using the [CTE Career Toolkit](#).

SPECIAL SERVICES:



GRANTS & ACCOLADES:

- ❑ Congratulations to Ms. Broome on being selected as a recipient of the **NSHSS Innovation in Teaching Educator Grant 2020!**
- ❑ **GT Endorsement:** Currently, the Social Studies department has five department members (Beyoglides, Cellars, Howard, Wakefield, Webster) working in master's level courses for the *Gifted & Talented* Endorsement for their certificates, during what has been one of the most challenging years on record as a professional educator. These teachers exemplify the high level of excellence and dedication that our department strives for personally and professionally. We are proud to support them as they further enrich the expertise of our department during a time when it is not easy to take on extra responsibilities.
- ❑ JICHS has been recognized by The College Board as one of two Charleston County schools for the **AP Computer Science Principles Female Diversity Award**. This award acknowledges expanded girls' access to AP computer science courses and the amazing work of JICHS to close the gender gap in computer science. JICHS is one of 1119 schools nationwide to earn this achievement for the 2019-20 school year.
- ❑ Congratulations to Dr. Tracey Arthur who received her Doctorate degree!!

