JICHS Leadership Team Report
14 December 2020

LEADERSHIP TEAM:

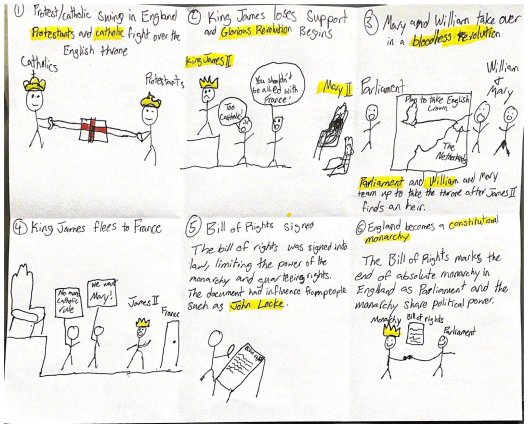
- ❏ The Leadership is finalizing 2020-21 Charter Goals Action Plans (those will be shared next month).
- ❏ The Charter Revisions Special Committee will be sharing recommendations for a few revisions to our charter document once approved by LT in January.

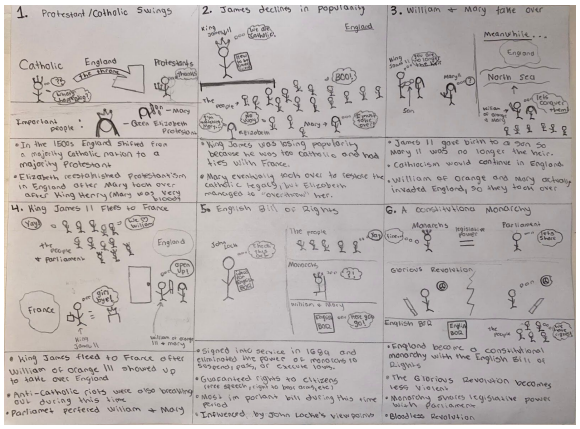
PERFORMING ARTS:

- ❏ Please enjoy the Performing Arts Slide Presentation!

SOCIAL STUDIES:

- ❏ AP European History: Students are learning about the English Civil War and the Glorious Revolution. We made comic strips to summarize the Glorious Revolution & submitted them virtually through Canvas.

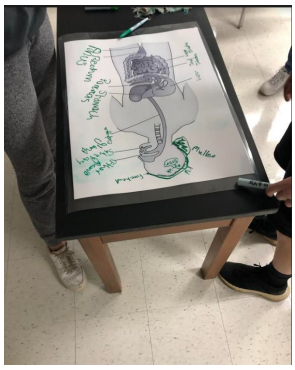




- ❏ IB Anthropology students are learning about how culture is created, normalized and learned. Students created a presentation about the *things* they needed in order to be "normal" teenagers. They made a list of all the necessary items they would need to be normal, then highlighted the MOST important of those items. We then discussed whether those were actual needs or wants. Further, if they were wants, what created the desire to own those things? *Hint: it's culture.* See examples here.
- ❏ In US History Honors, we've been learning about sectionalism before the Civil War, the Civil War and Reconstruction. In order to understand how sectionalism led to the Civil War, the students created a rap to explain it. Here are some examples.

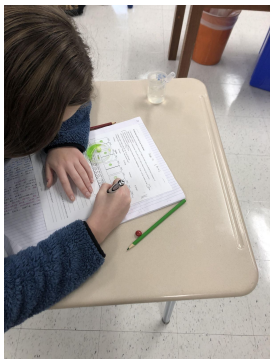
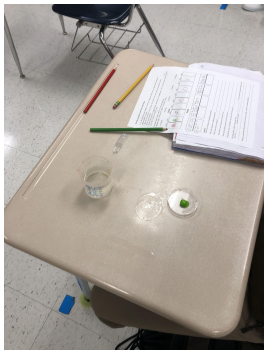
SCIENCE:

- ❏ (Lyles)IB Biology Year 2 students taught review lessons to each other. They had to plan a lecture, a review and an activity. These are pictures of the activity for an anatomy and physiology review. There were 3 stations that students rotated through. Their time at the table was limited to less than 10 minutes.

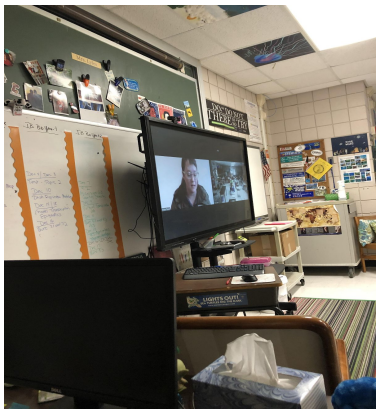
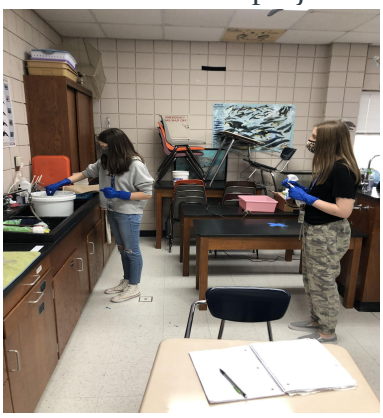



- (Cox-Washington) After watching two videos on genetically modified organisms (GMOs) and genetically engineered mosquitoes, Honors Biology students were asked to create a video response answering the following question: Do you think that we should use technology to modify living organisms to solve all (or maybe just some) of the issues presented in the video? Why or why not? This was their first time submitting an assignment in this format and having to defend their opinion by reasoning scientifically. Here are some of the better responses:
  GMOs and Bioengineering Responses

- (Lyles) Earth Science students modeling the processes of weathering and erosion using Skittles and water.

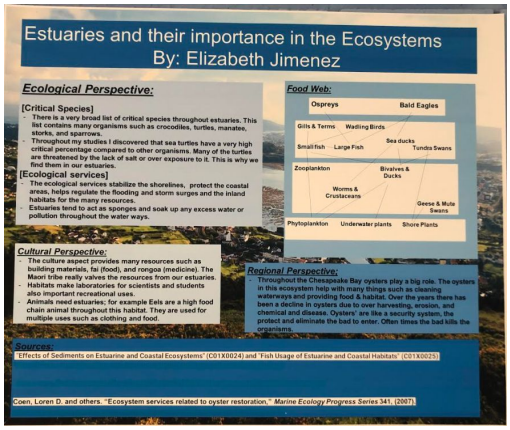
- (Lyles) Earth Science students participated in a virtual visit from Old Santee Canal State Park to discuss indigo in S.C. Students learned about the history of indigo and how the dye was extracted from the plants during the height of indigo production. After the lesson, students used indigo to tie-dye cloth swatches and face masks. Students socially distanced while waiting in line to dye their masks and returned to their desks to work on their unit project after the dyeing process was completed.

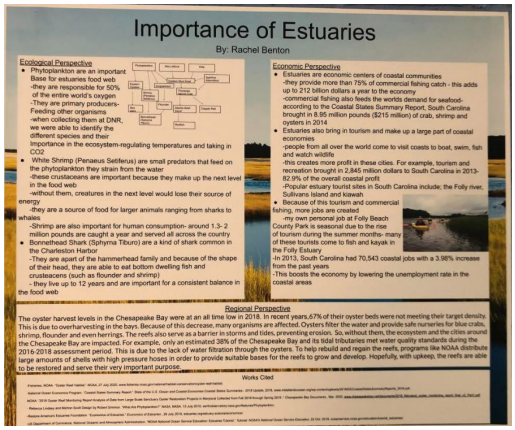




- (Barrett) IB SEHS students learned about the range of motion around joints. Students compared full range of motion to limited range of motion by running a 20 meter length without restrictions followed by the same 20 meters with their knee and elbow joints braced in cardboard. Students repeated this several times so they could fully analyze the data. It may be a little difficult to tell that they are

running but they are running!

- (Evans) Marine Science students completed their posters on the importance of the estuaries. Students were to develop an informative poster outlining why estuaries were important from various perspectives using the information they learned in class, through our oyster dissection, and their own research. Below are a few examples of the posters. At the end of the unit the students participated in a video discussion with a group of high school students from Sweden! The students compared their local marine ecosystem as well as discussing cultural similarities and differences.





- (Barrett & Reeves) Biology students are starting a book study as a part of their final exam. Students have the opportunity to select from 6 different novels. They will read and collaborate via "book club" meetings over the next several weeks. The goal/final project will be for them to relate parts in the book to our SC Biology standards. Getting the students to see the science in everyday things will be fun, exciting, and engaging! We hope you ll are as excited about this project as we are!

LIBRARY:

- Chris Epps' Integrated Science class is reading Nyxia and participated in an author zoom visit with Scott Reintgen. Half the class joined us in the library while the other half zoomed in.
- Congratulations to our Senior All Stars! Look for their posters in the hallway if you make it to JI this school year.
- Mr. Hilyer's CP US history class and Ms Crumpton have been collaborating on projects on December history events and acting as a local reporter at a Civil War site in Charleston. Flipgrid was a good interactive way to share their projects in a different format. We are trying to keep topics relevant and local so that students can relate.

ROTC:

- On December 6th, several SC-922 cadets participated in a community service project to support the 24th Annual Marine Corps Reserves and Law Riders Motorcycle Club event--an escorted motorcycle ride--in support of the "Toys for Tots" charity. Cadets assisted in traffic control and parking of 362 motorcycles at the venue site and 600+ riders/passengers. The event raised over $5,000 and garnered 650 toys for underprivileged children in the Low Country. Further, due to COVID issues quarantining some of their members, the Marine Corps Reserves Color Guard scheduled to support the event's opening ceremony was unable to perform. The SC-922 Color Guard eagerly filled the role. MSgt Britt and Col Remington both received numerous positive comments from attendees about the performance of all of the cadets present.
- On December 8th, JICHS' Principal, Tim Thorn; Athletic Director, Jeremy Holland; and Front Atrium Receptionist, Julie Agee, accompanied several members of SC-922 to the Mighty Eighth Air Force Museum in Pooler, Georgia. Upon arrival, all were able to participate in a 2-hour guided tour to learn of the incredible story of the Eighth Air Force's contributions to the allied victory in Europe in World War II. This was followed by a catered lunch within the museum and a safe return trip back to JICHS.

GRANTS AWARDED:

- Kerise Broome (English) -- Awarded the 2020 NSHSS Innovation in Teaching Educator Grant; she will receive $500 for supplies for the Amazing Race project that her students will complete.
- Tracy Lyles (science) -- Awarded funding for a Donors Choose project: "*The Radium Girls*: the Bright and Dark History of Radium"
- Tracy Lyles, Jackie Schoen, & Abigail Reeves (science) -- Recipients of a BOSCH BEST Teacher grant. This $2000 grant will fund a science weather station and supplies for use by the science department. The initial focus of the equipment will be a comparison of weather trends and *Spartina alterniflora* growth patterns.

BOSCH Invented for life | BEST TEACHER GRANTS Powered by Bosch Community Fund