



## JICHHS Leadership Team Report

14 June 2021

### LEADERSHIP TEAM:

- ❑ [Student Experience Survey](#)

### PERFORMING ARTS:

- ❑ [PA Monthly Presentation](#)

### SOCIAL STUDIES:

- ❑ Please see the [slides for SS June updates!](#) :) We've added the TOK Exhibition below because it would not fit correctly on the slides. *(Thanks to the Art dept for the idea on the slides!)*

# IB Theory of Knowledge Exhibition

## What is the relationship between personal experience and knowledge?

Growing up, I had always heard the saying "knowledge is power". However, after taking a closer look at the relationship between knowledge and personal experience, it is evident that *experience* is power. These ideals can often be supported by empiricists, which are individuals that believe that knowledge can only be gained through experiences. John Locke, a famous empiricist, once said, "No man's knowledge here can go beyond his experience". Experience defines our knowledge and fulfills our lives with knowledge we would not have been exposed to otherwise. Knowledge is defined as information and skills acquired through experience or education. Similarly, experience can be defined as the knowledge or skill acquired by a period of practical experience of something (Wilson). Even though both words are used to define the other, there is a significant distinction to be made. Knowledge emphasizes theory and the acquisition of information and concepts. *Personal knowledge* involves personal views on the world acquired through one's individual experiences and perceptions, whereas *shared knowledge* can transcend cultures and generations. Experience, on the other hand, focuses on practice and the application of knowledge over a period of time, in order to fortify the understanding of a certain topic. Knowledge on a subject or task can be gained through experience, however, experiences can't be obtained through knowledge. Experience comes with time, exposure, and practice. Subsequently, we can understand that knowledge is defined by experience.



My first object is Skydiving. Skydiving is a once in a lifetime experience. Key word: *experience*. Seeing pictures, reading a book, or watching a movie can only tell you so much about skydiving. Jumping out of the plane yourself allows you to feel the wind on your face, the anxiety before jumping, and allows you to gain personal knowledge about the experience and whether or not you enjoyed the experience. But what separates a novice skydiver from a professional skydiver? *Personal knowledge*. And where does that personal knowledge come from? Experience. The experience from a novice skydiver allows them to gain knowledge about the activity, which in turn allows them to become an instructor. Unless you are a professional skydiving instructor, you will never jump out of the plane yourself, as a novice doesn't have the proper knowledge or experience to ensure their safety. Experience feeds knowledge and allows a novice skydiver to excel and grow to the level of professional skydiver, thus supporting Locke's claim that "No man's knowledge here can go beyond his experience".



My third and final object is an image taken of myself in the hospital in September 2020. Since May 2020, I have been dealing with some major health issues and was diagnosed with a rare condition, Median Arcuate Ligament Syndrome, or MALS. Prior to my several admissions to the hospital, the only knowledge I had about healthcare, certain medical tests, or diagnoses came from TV shows, movies, or second hand experiences. However, after my experiences in the hospital, I was able to gain proper first-hand knowledge *due* to my experiences. In addition to that, my experience in the hospital gave me the knowledge to decide what I want to do in the future: a double major in biology and gender studies and a career in nursing. In addition, my experiences gave me an appreciation for the importance of these careers as well as assisted in my understanding of their scopes and limitations. My experiences allowed me to gain the knowledge that I want to have direct patient contact, work in a hospital setting, and be an advocate for patients. In order to properly diagnose a patient, the care team has to consider their symptoms, which are also considered as their personal experiences. The knowledge of how to diagnose or treat a patient is solely based on what symptoms they are experiencing. Experience grows knowledge and can allow a patient to be properly diagnosed and treated, thus supporting Locke's claim that "No man's knowledge here can go beyond his experience".

My second object is the South Carolina Driver's Manual. Getting a driver's license is a rite of passage for most teens in the United States. The ages differ around the states, but in South Carolina, teenagers are eligible to test for their license after 6 months with a permit in addition to several other requirements. Prior to taking their permit test and their driver's test, individuals are encouraged to read, study, and understand the rules of the road. However, the manual only provides generic information regarding the rules of South Carolina, and does not specify certain speed limits, or signs that may be present in some cities, and not others. On Savannah Highway in Charleston, the speed limit fluctuates from 35 miles per hour to 45 miles per hour. However, a driver in Columbia, South Carolina might not be aware of the speed limit on Savannah Highway until they drive on the road themselves, creating their own experience, which in turn provides them the knowledge of the speed limit on Savannah Highway. Without a driver's personal experience driving on Savannah Highway in Charleston, they would not have the knowledge of the speed limit because it was not provided in the manual. The purpose of the manual is to create and provide *shared knowledge*, and any specific information regarding a specific city or street is *personal knowledge*, that needs to be obtained by the individual. Experience feeds knowledge and allows a new driver to learn specific rules in their city which will allow them to be knowledgeable about driving in their city, thus supporting Locke's claim that "No man's knowledge here can go beyond his experience".

Hadassah Sternfeld



diploma. Students selected three objects and evaluated how those objects demonstrate how theory of knowledge manifests itself in the world around us. All of the IB TOK exhibitions will be on display in the library Fall of 2021, but Mr. Webster would like to offer the BOD a preview below.

## SCIENCE

- ❑ (Evans) Marine science students went on a field trip to DNR to participate in a fun-filled day on the Education Vessel Discovery, in the classroom dissecting oyster bags and analyzing oyster bed health information from 4 sites along the SC Coast.



- ❑ (Lyles) Biology 2 students completed a series of one-pagers about human body systems. They included drawings, new terminology and information about the effects of radium of the systems. The radium information was a way to wrap-up and connect 'The Radium Girls' to our final unit.

[Project 1](#) [Project 2](#) [Project 3](#) [Project 4](#)

- ❑ (Epps) Our Integrated Science students have finished reading *Nyxia* and were excited to talk with the author, Scott Reintgen, when he joined our Zoom classroom (courtesy of Dr. Ball and the JICHS library). Every student had the chance to ask whatever questions they had for Mr. Reintgen; some asked about being an author while others asked about his other books. A few students had some grievances to air about the fate of some of his characters! After being struck with some inspiration, one student assembled a diorama of a scene from *Nyxia* and he got to show it off to the author himself.



- ❑ (Reeves, Epps) Earth Science had DNR come to us to work through a few oyster bag dissections. The students found and identified several different species of bivalves, crabs, and other organisms while sifting through the plough mud right in our own backyard.



**LIBRARY:**



**CTE:**



**ENGLISH:**



**WORLD LANGUAGES:**



**ROTC:**



**VISUAL ARTS:**

- Check out what all of our courses have been up to recently! [VA Monthly Presentation](#)

**MATH:**