



# AMERICAN INTERNATIONAL SCHOOL OF JOHANNESBURG

## 2017-18 Pretoria Middle School Profile

### Our Mission

*Inspired Learners: Connected, Creative, and Courageous*

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# 35 COUNTRIES


A STUDENT POPULATION FROM



At AISJ we embrace & celebrate our differences, the foundation of our school culture. Students enjoy a safe & supportive environment in which they are able to maximize their academic potential.

WE HAVE A LOW  
**TEACHER STUDENT**  
"1 TO 6.2" **RATIO**

We firmly believe in the positive impact of an individualized, student-centered approach to teaching and learning. The school maintains a low student / teacher ratio that helps to ensure a rich and rigorous program. With a total of **87 MS Students & 14 Teachers**, the student/ teacher ratio tallies to **1 teacher for every 1:6.2 Students**.

  
**ACADEMICS**

### STUDENTS

- There are **87** students enrolled in the Pretoria Middle School.
- Total population = **1128** across 4 divisions (2 School Campuses)

### MIDDLE SCHOOL POPULATION

**47%** American, **9%** British, **4%** Canadian, **2%** Chinese, **2%** Danish, **3%** Dutch, **3%** Indian, **2%** Israeli, **3%** Swedish **3%** South African, **3%** UAE, **19%** Other

**16 MS TEACHERS**  
FROM ACROSS THE  
GLOBE

### FACULTY

- There are **14** Middle School Teachers, of which **8** hold Master Degrees and **1** Doctorate.
- Our teachers come from South Africa, the United States, Australia, Canada and Spain.

  
**SERVICE LEARNING**

### SERVICE PARTNERS & PROJECTS

Our Service Learning Program involves students in a variety of local South African development & service projects  
• **Sunflower Fund** • **Choc** • **Action Day** • **Meetse a Bophelo School**

**AFTER SCHOOL ACTIVITIES**

### SPORTS, ASA & CLUBS

Includes: • **Soccer** • **Volleyball** • **Basketball** • **Tennis** • **Swimming** • **Martial Arts** • **Golf** • **Drama** • **Arts and Painting**  
• **Math Count** • **Chess** • **Dance** • **Hip Hop** • **Makerspace**

## GRADING SYSTEM

\* If an I or an N/A are assigned to a learning outcome a detailed explanation will be provided in the narrative on the report card which includes any expectations for the student.

|                             |  |
|-----------------------------|--|
| Exemplary<br>7              | Consistently exceeds the learning outcome. Clear evidence of synthesis, analysis, and evaluation used with initiative, creativity and originality commonly demonstrated. |
| Advanced<br>6               | Consistently meets and regularly exceeds the learning outcome by applying and/or extending the key concept, processes, or skills.  |
| Proficient<br>5             | Consistently meets the learning outcome by applying key concept, processes or skills. Is able to use higher application skills on occasion.                              |
| Satisfactory<br>4           | Meets the learning outcome. Is able to apply required knowledge and skills effectively.  |
| Approaching<br>3            | Sometimes applies the key concept, processes, or skills, but inconsistently meets the learning outcome.  |
| Concern<br>2                | The learning outcome is not fully or consistently met even with support.   |
| Unsatisfactory<br>1         | Little effort made or unable grasp the learning outcome.   |
| I<br>Insufficient Evidence* | Insufficient evidence to make a valid and reliable judgment on achievement.  |
| N/A<br>Non-Applicable*      | Learning outcome was not assessed  |

## MIDDLE SCHOOL APPROACHES TO LEARNING

|  | Concern   | Approaching   | Proficient   | Exemplary   |
|--|---|---|--|---|
| <b>Takes ownership for learning</b>        | Often disengaged, struggles to contribute; requires constant prompting.<br><br>Does not work to ability or seek help. | Usually engaged, but contributions are not always meaningful.                               | Consistently engaged and provides contributions that are beneficial for learning.                  | Engagement adds to the depth and richness of learning.                                  |
|  | Feedback and reflection are not seen as a meaningful strategy for growth.   | Inconsistently works to ability and seldom  | Strives to work to ability and seeks help when needed.   | Works to ability, seeks help when needed, and helps others gain a fuller understanding. |
|  |   | Reflects upon growth and feedback, often forgetting to follow through on plans for growth.  | Reflects upon growth and feedback, following through on future plans accordingly.                  | Self-motivated to reflect on growth and feedback, seeks opportunities for growth.       |
| <b>Contributes to the learning process</b> | Concern   | Approaching   | Proficient   | Exemplary   |
|  | Class time is wasted by socializing with peers or off task behaviors, hinders learning.                               | Usually on task, but occasional behavior prevents others from fully participating in class. | Class time is used effectively; behavior rarely prevents others from fully participating in class. | Class time is used effectively; behavior enhances the learning environment.             |
|  | Attitude has a negative impact on environment; apathetic.   | Tries to have a positive attitude, but does not always support the learning environment.    | Attitude enhances individual learning opportunities.   | Attitude enhances classroom learning opportunities.                                     |

| Cooperates and interacts respectfully with others | Concern   | Approaching   | Proficient   | Exemplary   |
|---|---|---|--|---|
|   | Unwilling or unable to solve interpersonal problems; may be illogical or blame others, or become violent or sarcastic.  | May try to solve interpersonal problems and consider others' feelings, but often needs support; may become frustrated and blame others. | Tries to solve interpersonal problems calmly; often shows empathy and considers others' perspectives.<br><br>Is routinely kind and friendly. | Uses a repertoire of strategies to deal with interpersonal problems; tries to be logical and non-judgmental; considers others' feelings and perspectives. |
|   | Often appears to be unfriendly and negative; is reluctant to work with others, has difficulty cooperating.              | Is usually friendly, and if asked, will cooperatively work with others.   | Cooperatively helps and works with others, often without prompting.  | Is kind, friendly, helpful and inclusive. Without prompting finds opportunities to help and include others.   |
|   | Shows little regard for other people or their ideas.  | Accepts ideas from others.  | Accepts ideas from others and allows self to learn from peers.   | Accepts ideas from others and seeks opportunities to learn from peers.  |
| Practice self-management                          | Concern   | Approaching   | Proficient   | Exemplary   |
|   | Poor organizational habits causes student to be unprepared and miss opportunities to use time in class toward learning. | Organizational habits occasionally cause student to be unprepared and miss opportunities to use time in class toward learning.          | Organizational habits contribute to being prepared and using time effectively in class toward learning.                                      | Demonstrates exceptional organizational habits.   |
|   | Incomplete work prevents student from participating in current discussions or projects.                                 | Takes responsibility for incomplete work, but often needs to be prompted.   | Takes responsibility for incomplete work, usually without being prompted.  | Pro-actively responsible in ensuring all work is completed as required.   |
|   | Poor time management interferes with potential to be an effective member of the learning community.                     | Time management issues are infrequent but may cause interruptions to the learning environment.  | Time management issues are infrequent and cause few interruptions to the learning environment.   | Time management skills enhance learning opportunities.  |

## MIDDLE SCHOOL COURSES

### REQUIRED COURSES

- Physical Education - Grades 6-8
- Language Arts - Grades 6-8
- Mathematics - Grades 6-8
- Social Studies - Grades 6-8
- Science - Grades 6-8
- World Languages - Spanish and French

### ELECTIVE GROUPS

#### TRIMESTER / YEAR LONG COURSES

#### VISUAL ARTS

- Graphic Design - Trimester
- Art I – Value Scale / Colour Theory - Trimester
- Art II – Clay Relief / Assembly
- Art III – Tunnel Books / Student Choice - Trimester

#### PERFORMING ARTS

- Band - Year long Course
- Choir - Year long Course
- Choir Fundamentals - Trimester
- String Ensemble - Trimester
- Drama I - Improvisation - Trimester
- Drama II – Character Development - Trimester

#### TECHNOLOGY

- Robotics I - Trimester
- Robotics II - Trimester
- Digital Game Design - Trimester
- Introduction to Multimedia - Trimester
- Multimedia II - Trimester
- Multimedia : Animation - Trimester

#### OTHER

- Lifetime Sports and Coaching - Trimester