

# WEEKLY BULLETIN

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## At TIS,

we believe that success is the result of: taking on new challenges by moving out of your comfort zone; ensuring consistency by avoiding complacency; understanding that performance requires balance; and reflecting on outcomes to set new personal best targets. After all, success is personal.

## Calendar

### September

27 Inter-colour maths and science quiz

28 TISSA soccer championships; Pre-ACT

### October

3 TIS Founders' Day

5 SAT

6 TIS Thanksgiving Service (11.00am); Visiting Sunday (1.00-4.30pm)

## Thought for the Week

Your beliefs will be the light by which you see, but they will not be what you see and they will not be a substitute for seeing.

- Flannery O' Connor



## Integrity

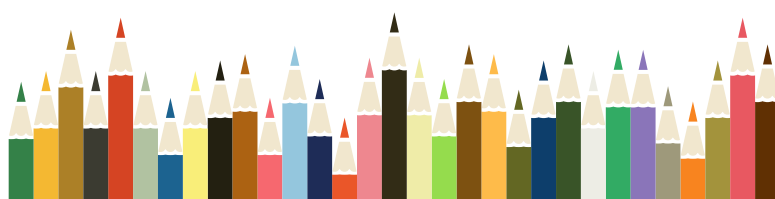
"Integrity is the seed for achievement. It is the principle that never fails." - Earl Nightingale

At TIS, we believe that integrity, or the lack of it, defines the individual and their reputation. We strive to display it as our badge of honour.

At each weekly assembly, the school community recites the TIS Integrity Code and makes the pledge in the spirit of honour and trust.

It is important to note that the integrity code is not just for students. It is also for our staff and parents.

So, why is integrity so important at TIS? Put simply, it is our vision to nurture world-class citizens responsive to the needs of societies. To be world-class requires integrity - what you do when no one is watching.



Do the right thing,  
even when no one  
is watching.  
  
It's called integrity.

## Making Us Proud

- All the parents who attended last Friday's Parent Information Session.
- Jeffrey Adjagar, TIS swimming champion for the week.
- Lydia Boahen, 2019 TIS Speaker of the Year.

## Reminders

- Please read the weekly TIS Bulletin and take action as required.
- Exeats: All exeat requests must be completed and submitted online. To access the online exeat form, please go to: <https://www.tis.edu.gh/exeat-form>
- A separate exeat has been created for urgent medical reasons. Please complete the online version at:

<https://www.tis.edu.gh/medical-exeat-form/>

- Student Medications: Any student medication must be sent to the Infirmary, along with medication instructions.
- Devices: Students are allowed only one device which must be a laptop. Mobile phones are banned.

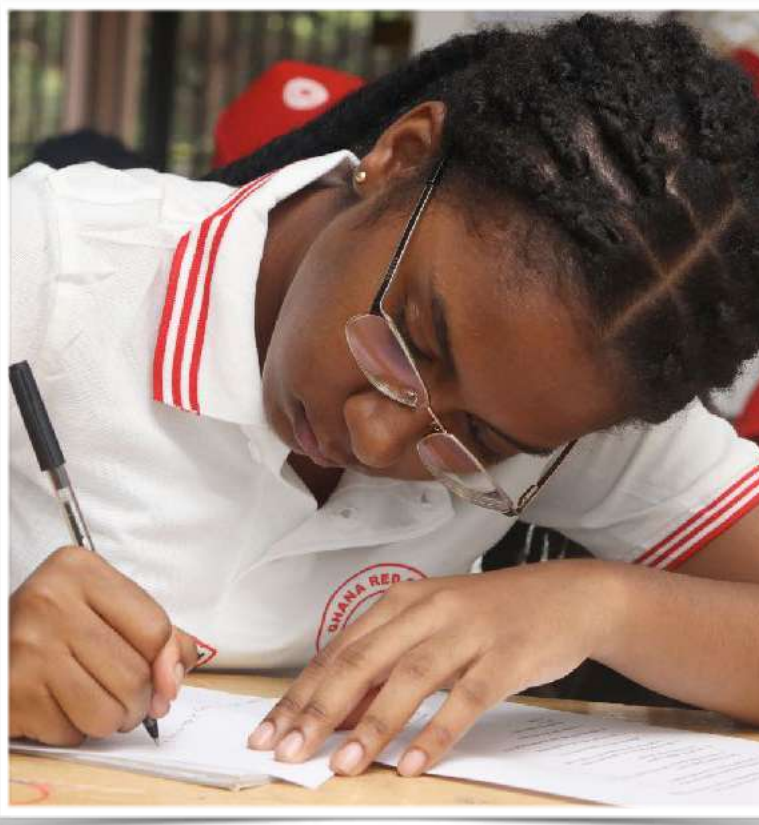
Students demonstrate their integrity by observing and role modelling school procedures. For example, all students with a device must be on the TIS domain. Yet, some students prefer not to be, as they want access to sites that are blocked at school. These students will have their laptops confiscated. There are restricted times for access to social media as it proves to be a distraction to student learning. Yet, some students have enabled VPNs on their devices to bypass the school's security software. Telegram is banned at TIS. It was the first choice for terrorists which is not a good recommendation. However, it also allows users to bypass system security software. So, parents who use Telegram to communicate with their children are required to find another means. I will recommend emails as it is a good way to strengthen writing skills!

## Codes of Conduct for Sport

Our codes of conduct for sport are included in this Bulletin for the awareness and understanding by coaches, players, officials, spectators and administrators. Importantly, everyone should play sport for the right reasons (enjoyment, teamwork and health benefits) and not the wrong reasons (winning at all costs). You must know how to lose to appreciate when you win.

I appreciate your support.

Dr Ken Darvall







# TEMA INTERNATIONAL SCHOOL

# SPORTS



At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork, challenges personal best and emphasizes the importance of appreciating how to lose before knowing how to win.



EDUCATION FOR A BETTER WORLD

## CODES OF CONDUCT FOR SPORT

### *For Coaches*

- **Remember that young people participate for pleasure** - winning is only part of the fun.
- **Operate within the rules and spirit of your sport** -help your players to understand that playing by the rules is their responsibility.
- **Relate to officials in a courteous and polite way.**
- **Implement relevant sport safety policies and practices.**
- **Listen to your players** - ensure that the time they spend with you is a positive experience.
- **Encourage young people to participate in administration, coaching and officiating** - as well as playing.
- **Promote a culturally tolerant environment.**
- **Respect the rights, dignity and worth of all participants** - regardless of their gender, ability, cultural background or religion.
- **Keep up to date with coaching practices and qualifications** –ensure you understand the principles of physical growth and development.
- **Give young people the chance to try out different playing positions and different sports.**
- **Ensure that any physical contact with a young person is appropriate** –is it necessary for the player's skill development?
- **Avoid developing any 'special' relationships with children** – ensure that you show no favouritism such as the offering of gifts or special treatment. This includes intimate relationships and personal online social networking with team members.

### *For Players*

- **Play by the rules.**
- **Never argue with an official.** - if you need clarification, have your captain, coach or manager approach the official during a break or after the competition).
- **Work equally hard for yourself and your team** - your team's performance will benefit — so will you.
- **Be a good sport** - applaud all good plays whether they are made by your team or the opposition.
- **Show respect to and acknowledge opponents and officials** -(e.g. shake hands before and after the game and say things like 'good luck', 'thanks for the game', 'thanks ref', 'three cheers for ...').
- **Cooperate with your coach, team mates and opponents** - without them there would be no competition.
- **Participate for your own enjoyment and benefit** - not just to please parents and coaches.
- **Play fair** — no verbal abuse of officials, sledging other players (including vilification) or deliberately distracting or provoking an opponent.
- **Respect the rights, dignity and worth of all participants** - regardless of their gender, ability, cultural background or religion.
- **Do not expect or accept "special" favours from a coach or person involved in team or club management.**
- **Speak to an adult you trust if you have an issue, feel unsafe or are concerned about someone else.**

### *For Parents and Spectators*

- **Remember that children participate in sport for their enjoyment** - not yours.
- **Encourage children to play according to the rules** - settle disagreements without resorting to hostility or violence.
- **Never ridicule or yell at a child** - for making a mistake or not winning.
- **Respect officials' decisions** - encourage children to do likewise.

- **Show appreciation for coaches, officials and administrators**- remember they are usually volunteers.
- **Applaud good performance and efforts** - from all individuals and teams.
- **Congratulate all participants**- regardless of the game's outcome.
- **Condemn the use of violence, verbal abuse or vilification in any form** – regardless of whether it is by spectators, coaches, officials or players.
- **Ensure you are aware and follow the correct processes to follow if you have an issue or complaint** – do not perpetuate issues with gossip or general criticism.

#### *For Officials*

- **Apply rules and regulations to match the skill levels and needs of young people and to make participation more fun.**
- **Keep up to date with the latest trends in officiating and the principles of growth and development of young people**
- **Compliment and encourage all participants**— you are a role model and a source of a young person's confidence building.
- **Be consistent, objective and courteous when making decisions.**
- **Condemn unsporting behaviour and promote respect** - for all opponents.
- **Place the safety and welfare of the participants above all else.**
- **Ensure that equipment and facilities meet safety standards** - are they appropriate to the age and ability of all players.
- **Promote a culturally appropriate environment.**
- **Respect the rights, dignity and worth of all participants** - regardless of their gender, ability, cultural background or religion.

#### *For Administrators*

- **Ensure you are aware of your obligations to provide a child safe environment** - this includes risk management, child safe policy, appropriate screening of staff/volunteers and mandatory notification obligations of certain people in the organisation.
- **Ensure your teams are accessible for all to participate.**
- **Create pathways for young people to participate in your teams** - give them "a say" on decisions that affect them, provide leadership opportunities and most importantly listen to them.
- **Ensure that the types of programs, rules, equipment, length of games and training schedules are modified to suit the age, ability and maturity level of young players.**
- **Provide quality supervision and instruction for junior players** -ensure volunteers are adequately trained.
- **Direct coaches and officials to highlight appropriate behaviour and skill development.**
- **Ensure that everyone emphasises fair play** - not winning at all costs.
- **Give a code of behaviour sheet to spectators, officials, parents, coaches and players** -encourage them to follow it.
- **Develop where appropriate and distribute codes of behaviour for other volunteers** – this may include team managers and sport trainers and first-aid staff.
- **Remember, you set an example** - your behaviour and comments should be positive and supportive.
- **Adopt and implement relevant sport safety policies and practices.**
- **Promote a culturally tolerant environment.**
- **Respect the rights, dignity and worth of all participants** - regardless of their gender, ability, cultural background or religion.



## PYP CORNER

### Early Years

As we brought down the curtain on Week 2, our Early Learners solidified their knowledge of the learner profile attributes through various learning experiences such as, counting, building, outdoor play, painting and drawing of self-portraits. Through these activities, our learners have increased their skills, specifically in Numeracy. This week, counting has been a major focus, both in class and on the playground.



## Lower and Upper Primary



### *How the day is scheduled: Activities that take place*

We are already in the third week of the semester and it feels like we have been on the primary school campus for a long time. Learners have been exposed to the IB learner profile attributes, which have become evident in the way they behave in school. It's exciting to see learner's ready to show these attributes in one way or the other.

Ever wondered what really goes on at the Primary School Campus?

Our day starts off with an opportunity for students to be involved in some play at the playground. This is an opportunity for them to get active, exercise, have fun and interact with their peers before they get into the learning space to study.



### **Morning assembly**

Morning assembly is facilitated by teachers every morning. Activities that take place include singing and discussions on selected topics. This gives learners an opportunity to be risk-takers by standing in front of an audience and expressing their ideas and opinions.

### **Homeroom time**

During the Homeroom time, students are fully involved in the learning process to create an affective learning experience. We believe that a better learning experience is achieved if activities are **hearts on, heads on and hands on**, making them lifelong learners.



**Opals** (Grade 3- 5) working collaboratively to build and describe 3D shapes based on their properties.



**Onyx** (Grade 1- 2) using their research skills to investigate how plants grow when subjected to different conditions.



After the seeds were planted, learners cared for the seedling by watering it daily and exposing it to sunlight and air.





## Meal Times

There is always a display of attractive and nutritious arrays of food during snack and lunch time. Learners make their own choice but the dedicated catering staff always guide them to make healthy choices so that they always stay healthy.



## After school Activity

As IB learners are encouraged to be balanced, they spend an hour after school to learn to dance through choreography. Our final dance will be showcased during the Founders Day celebration which is coming off next week. Watch out for some precise and entertaining dance moves.

The first unit for the Primary classes will be ending in 3 weeks and will be climaxed with a Unit celebration on 11 October, 2019. Learners will showcase their learning in a variety of forms including exhibitions, presentations and performance. Details of the celebration will be communicated soon.

### Ghanaian Sign Language

This week, **Topaz** class practised signing the letters of the alphabets from A- H in Ghanaian sign language. Here are their reflections:



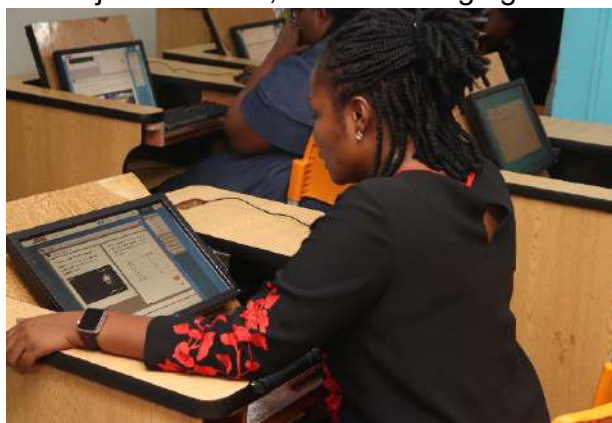


### Parents' Information Day - MYP5

Parent's information day last Friday at TIS hosted record numbers of parents and guardians who took time out of their busy schedules to come into school and find out more about the completion of MYP, its assessments and requirements and the IB MYP Certificate.



Parents were given a chance to try the MYP onscreen assessments and to have one-to-one chats with subject teachers, and the college guidance teams.



IB MYP gives schools the choice to decide to offer the examinations leading the IB MYP Certificate, or to go through to the IB DP on continuous assessment. As a consequence of that, schools and, in this case, TIS also gives students the chance to decide to take examinations leading to the IB MYP Certificate or to just continue to the IB DP on continuous assessment. The decision to opt-in or not must be made known to the MYP Coordinator by **11 October, 2019.**

Opting in implies that students agree to be entered for **a minimum of six subjects**. At TIS, they are Language and Literature, one of French or Spanish, one of History or Geography, one of Biology, Chemistry or Physics (we advise that students who will be considering a path in medical sciences in universities in Ghana, take all three sciences i.e. two elective subjects comprising the other two sciences), one of Standard or Extended Mathematics, one of Visual Arts, Music, Drama, Product Design, Digital Design or Personal and Health Education (PHE). There is also an Interdisciplinary (ID) assessment and a Personal Project to be prepared. There is a maximum of 8 subject which can be taken to IB MYP Certification.

The assessments:

|  |   |
|--|---|
| Onscreen Assessments                       | Language & Literature (English), Geography, History, Biology, Chemistry, Physics, Mathematics, Interdisciplinary learning |
| Externally marked e-portfolio              | Language Acquisition (French, Spanish)  |
| Internally marked and externally moderated | Visual Arts, Drama, Music, Physical and Health Education, Product & Digital Design, Personal Project                      |

Once the onscreen assessments have been taken and the e-portfolios have been submitted, IB MYP candidates must achieve **a minimum of an IB-validated grade of 3** in each of the 6 subjects of choice. Candidates must complete the ID assessment, submit a completed Personal Project both with a minimum IB-validated grade of 3 **to achieve the IB MYP certificate**. In addition, a candidate must have achieved a minimum total of 28 points (the maximum being 49 points) overall to be certified. Students who attain grade 3 in all the 7 components will find their IB MYP Certificate compromised. If this did happen, they would be automatically awarded IB MYP course results. Course results individually show a student's achievement in the courses they have taken at MYP5. Course results will include the subjects that did not contribute to the awarding of the IB MYP Certificate. It must be noted that students who take more than one subject from the same group (e.g. the Sciences) will have their best grade from Biology, Chemistry or Physics taken to contribute to their compulsory 6 subjects when the IB MYP Certificate is considered.

It is worth noting that if students opt out of the IB MYP certificate, they must still complete the TIS onscreen assessments, e-portfolios, personal project and ID assessment in order to be awarded the TIS Certificate. Irrespective of whether students opt in or out of taking the IB MYP certificate, they will be taught in the same classes because the level of expectation for success is considered the same for both options.

Last, but of equal importance, academic honesty as an IB MYP requirement is to be observed at all times. Failure to observe this requirement would risk the loss of the IB MYP Certificate entirely.

Examples of academic honesty infringements are:

- *Plagiarism – Appropriating someone else's work and parading it as one's own*
- *Exam misconduct – Possessing unauthorized materials or misbehavior during exams (e.g. creating a deliberate disturbance)*
- *Collusion – Allowing and knowing that one's work is being copied*
- *Duplication – Submitting the same work twice for different components*
- *Academic Infringement – Producing inaccurate citations or referencing*

MYP Coordinator



### MYP4 Subject Selection

MYP4 – Grade 9 has had just over a month as school. In this time, apart from settling into to (a new) school for our newbies, they have had to make subject choices, try some subjects and decide which they would like to follow. Subject teachers have started formative and summative assessments and students from which students can begin to evaluate their interests in the subjects they are taking. At the **end of this month (September)**, students should have considered their firm subject choices for the semester. It is important that they have been members of any classes that they wish to consider for their subject choices by the end of September. By the **17 October 2019** after the 3-way interviews (and the start of the mid-semester break), the main subject selection process for Grade 9 – MYP4 will come to a close. All MYP4 students should at this time, have tried courses that they may be interested in, discussed with their parents and guardians, then approached the MYP coordinator to let her know of any changes they wish to make.

The Parents' Information Day last Friday, 20 September, was an additional opportunity for parents to obtain information about what is being offered here at TIS and what subject selection could potentially mean for future courses at DP and university. An objective of parents meeting teachers last Friday was to ensure that when students make their firm IB MYP subject choices, their parents will have a better understanding for what their wards were signing up. Parents who were unable to make it to the Parents' Information Day can also make contact with the MYP Coordinator to discuss options for their wards.

For the MYP4 students at TIS, there is a minimum of 6 subjects to be chosen and maximum of 8 in all. Language and Literature (English) is compulsory for all students. In addition, Economics and Computer Science are offered as stand-alone courses. These courses will be assessed through the TIS continuous assessment under MYP criteria.

For students thinking of medical studies in Ghana in the future, a choice of 3 sciences is advised.

*The subjects offered at TIS:*

*Language and Literature, one of French or Spanish, one of History or Geography, one of Biology, Chemistry or Physics (we advise that students who will be considering a path in medical sciences in universities in Ghana, take all three sciences i.e. two elective subjects comprising the other two sciences), one of Standard or Extended Mathematics, one of Visual Arts, Music, Drama, Product Design, Digital Design or Personal and Health education (PHE). There is also an Interdisciplinary (ID) assessment and a Personal project to be prepared.*



**MYP Coordinator**

## Dispatches from the DP Coordinator

Last Friday, before the long weekend, TIS held its annual Parent Information Session. Many of you – very pleasantly, far more than is usual – were able to come and meet us. Provided you left knowing more about your child's education, that we answered all of your questions, and eased any parental anxiety by helping you feel certain that you had in fact made a good choice, then we are honoured to educate your children.

Elsewhere in this Bulletin Ms. Tagoe, the MYP Coordinator, has written about the 'hands-on e-learning session' for the parents of MYP students, amongst other presentations from MYP teachers, that started the day's events, and, thereafter, parents of Diploma students were able to chat to all of the teachers. Before that, I hope I was able to explain the main points of the DP briefly enough for parents in-the-know, as well as newbies to TIS or the Diploma Programme, to put into context the various different bits of it, and show how it fits together.



The most interesting part of the day, however, was meeting the father of X, or the parents of Y, or the entire family of Z. I am fairly gregarious anyway, I think, so I like meeting new people ('a stranger is just a friend you haven't met yet' goes the Gaelic proverb!). Given that the people I met are the parents or wards of students, interested in the education they are receiving, then I can listen all day. Educators learn a fair amount about students by talking with parents, and only half of that comes from talking about students!

Additionally, the very fact that you came last Friday, or are reading this now, demonstrates that you want to know and understand your child's education, and that is a desire educators cherish.

So, I never thought I would promote the virtues of the fridge magnet, but here goes: get a fridge magnet, and print off their calendar of deadlines, anything like that regarding their classes on ManageBac, or ask them to send you something, so that you can, for example, message or call them a few days before a 'big deadline' to check that they are on course. A little thing like that might go a long way to providing some form of encouragement. Not all of you are in the position to be able to see your children and visit the school as often as you all might like, and a school year can be a long year sometimes! (You know this because you remember, just as I do!...). Sometimes, a genuine question about a deadline, or something they are studying, or a CAS project, might be all it takes to lift the various spirits a little.

David Spooner





TEMA INTERNATIONAL SCHOOL

# SERVICE



At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD

## HOSTEL CORNER



### **Body Essentials**

Taking care of the body is a very important thing to do. On Saturday, the girls were taught how to have a good bath at least twice daily for freshness and rejuvenation of the body.

### **Some Reflections from the Girls**

*"On Saturday afternoon we learnt how to bathe using a doll. In the first place, bathing makes us feel fresh and clean. Without bathing, we would be dirty and smelly so people would not want to sit by us. So it is good we learnt how to bathe and correct our mistake. I learnt that we must scrub our body very well with a sponge to get most of the dirt of our body. We also have to wash in between our toes to get rid of the germs and we also learnt that we should rinse everywhere with clean water so we don't leave soap on our body". Hussein Nana Aisha (MYP 3)*

*"This weekend, we had a short chat with Aunty Setor about personal hygiene. I learnt about a new way to bath and it is known as "the princess bath". We used a doll as a demonstration to show how to bath ourselves. We learnt different ways to keep ourselves clean and fresh. In all, I think I learnt a lot that I can exhibit in my everyday life". Tiffany Forson (MYP3)*

*"On Saturday, we had a princess bath session with Aunty Setor. We were taken through the various steps of bathing. I learnt a lot of interesting and new things. I also learnt that regular bathing keeps you fresh, confident and protects the body from skin diseases. I am so grateful for this session it has really helped me and improved my bathing skills". Eliana Owusu Afrieye (MYP3)*

*"This Saturday Aunty Setor took us through the steps of bathing. She taught us how to take care of our bodies. I learnt a lot and I really enjoyed it. I hope we can have more sessions on this". Annette Ajavon (MYP3)*



*“Yesterday, I was happy that I got to learn more about the female body and how to care for it in order to feel comfortable in your own skin and be presentable as a lady. I am glad that I got to learn about this because I can apply it now and in the future as well as teaching all those I am close to and those who need help in that aspect”. Dzidzor Mac-Deh (MYP4)*





### Birthday Packages

- ✓ Cakes **MUST** be muffins or cupcakes.
- ✓ Chicken or cooked food is **NOT** allowed.
- ✓ Plastic bottled or canned soft drinks allowed.
- ✓ Non-alcoholic wine allowed
- ✓ Cakes with **BUTTER** icing **NOT** allowed.

### Please Note:

- ✓ All Items will be inspected and approved by a hostel parent and security officers at the hostel gate.
- ✓ Items which do not meet the specifications above will not be allowed.





## **LABELLING**

- It is important to label students' clothing so teachers and other students can locate your child's missing items.
- Labelling shoes, uniforms, or other items on the outside, with the child's name prominently visible, is okay when parents are accompanying children. It is not recommended to have obvious name labels in cases where a child may not always be under the constant watch of an adult (for protection sake).
- Be sure to put your child's name in areas that cannot be easily removed or cut out (avoid the inside brand labels, if possible). Writing a child's name in permanent ink on the inside of a collar, for example, can be a perfect location. However, make sure the ink will not show on the outside, in essence ruining the look of the cloth.
- There are many options when it comes to labelling kids clothes. You can use a laundry marker pen to write names onto the clothes. There are also companies that create personalised labels, either as sticker labels or iron-on labels
- Tips to keep your child's identity private is to label your child's belongings on the inside of his or her clothing with her initials or decide on a unique symbol, like a star, heart or two dots inside a circle. With these symbols, you can identify what belongs to your child without displaying any personal information.





## LANGUAGE AND LITERATURE UPDATE

### 2019 SPEAKER OF THE YEAR

The 5<sup>th</sup> Edition of the Speaker of the Year Contest took place on Monday, 23 September, 2019 at the main campus of the school. The thrilling contest delivered on its promise to entertain, to inform, to educate and to inspire. Thus, the task of dissecting Africa's developmental challenges in hope of identifying the source was ably carried out. In the end, almost everyone, from MC to audience, had something to take away from the experience. The Language and Literature Department and the Debate Society express their profound gratitude to management for the support, the judges for coming from far and near to help select a deserving winner, and to our speakers for taking up such a daunting task. We are also grateful to our kitchen staff, cleaners and our students for their different roles in ensuring the success of the event.

The following are some thoughts that were shared by students:

*'This was my first time participating in the Speaker of the Year Contest, and even though I didn't win, it was an amazing experience. It built up my public speaking skills and helped me overcome my stage fright. I was also challenged to get out of my comfort zone. I am planning on participating again next year as an opportunity like this is too good to pass up.'* **Charlene Noye**

*'This was my first time competing in an event of this nature, and I must say it was an edifying experience. Even though the run up to the contest was quite stressful, and I had trouble with my prepared speech in round one, I was able to bounce back, and went on to third place. I am grateful to members of the Debate Society, especially Eddy and Adoma, for all the help and encouragement.'* **Adeline Adjei**

*'From this Speaker of the Year 2019, I learnt so many crazy details about myself:*

- 1. I can stand before people on stage without fear or trembling (maybe just a little) and speak about things that matter.*
- 2. I should never stop growing and developing my skills, I might just surprise myself.*
- 3. Being prepared can save you the trouble of stress and messing up.*

*I took part in last year's Speaker of the Year and came 4<sup>th</sup>, and then I took part in this year's as the MC. These experiences have made me a risk-taker and challenged me to do better and be better.'* **Naa Adjeley Anang-la**











# TEMA INTERNATIONAL SCHOOL

# CULTURE



At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD

### LANGUAGE ACQUISITION VISIT TO TIS PYP CAMPUS

On Wednesday, 25 September, 2019, members of the language acquisition department went on a tour at the PYP Campus of TIS. They met with the staff and the pioneer PYP students who were really lovely and excited to meet visitors. They had an opportunity to interact with some of them and ask them few questions about themselves and the units they were working on and the learner profile attributes they knew and it was amazing how involved they were in their work.

*Personally, I was in awe to see the state-of-the-art facilities, **if I may say of world-class standard**, and the very cosy and calm learning environment. Everything, from washrooms to the playgrounds to the classroom has been set with the children in mind. It really made me wish I were a kid again. TIS is indeed a HAVEN OF EXCELLENCE!!!! (Amanda)*

*I had the privilege to tour the Tema International School- Primary School Campus on Wednesday, 26 September and it has been a formidable experience. TIS as an IB World School which believes in the wellbeing of students, being part of their way to success, I believe this is a great 'chef-d'oeuvre'. The visit was insightful and exciting as I have learnt a lot of things that I believe can help me in teaching my subject. The kids are lovely and they portray a great sense of ready learners, which made me fall in love with them.*

***What a beautiful school! What an imposing edifice!***

***Staff is serious; students are busy at all times, even pre-school children cannot be disrupted by the presence of visitors.***

***A promising school preparing young people to have all attributes of an IB education.***

***“UN BON AVENIR SE VOIT DEJA” (John)***

***What a school!***

*When I arrived at TIS-PYP Campus, I was amazed by the extra- modern facilities, and going round confirmed this perception.*

*All the classrooms are well equipped with what the kids need to study in a serene environment. Everything is visible; key concepts; lines of inquiry, IB learner profil;, ATL skills; and all about PYP.*

*These talented kids use their creative skills to design a lot of things beyond imagination. Yes, The IB learner profile is working and these kids can demonstrate that already.*

*TIS is truly preparing world class citizens.*

***BRAVO TIS!!!!!!!!!!!! (Kodjo)***

The joy of seeing these young ones in such an environment makes me imagine the kind of leaders we are nurturing. The atmosphere is conducive for the right kind of generational leaders we seek. Indeed, we are blessed as teachers to be part of this formation process.

TIS is on track... (Solomon)

**QUI DIT TIS DIT PYP !!!**











## MYP4 ECONOMICS CLASS

### *USING 'AMPE': AN AKAN TRADITIONAL GAME TO TEACH THE CONCEPTS OF DEMAND AND SUPPLY.*



On 24 September, we had an activity to help further our knowledge and understanding on the demand and the supply curve and the point at which they meet, known as the market price or the equilibrium. We went outside and then labelled one person as a customer with her team known as 'demand' and the other as a producer with her team: supply. When playing the game, the people in the supply team played as **same** and the people in the customers' team as **different**. We played about 4 games of 'ampe' and depending on how many wins the customer had against the supplier and vice versa, we produced the various **supply** and **demand** curves and had two people meeting in the middle which we all agreed represented the market equilibrium. We had to look out for how many scores each person assigned to the supplier and the customer scored so we had to use our thinking skills to know where exactly to be on the "graph" created. We had some people from the other economics class join us. It has helped me understand the concept of equilibrium better because I now know that there is a common ground at which the suppliers and the customers meet. It has also helped me to differentiate between the demand and the supply curve. I now know that the demand curve slopes downwards from left to right and the supply curve slopes upward from left to right.

**Fairness** from our **global context** was also seen in the game as both the supplier and the customer had their individual turns. We also realised that the customer didn't always win and vice versa, so there was also some sort of change from the **key concept**.

*~Phoebe Abena Osei*

Today was amazing because we had to use our ATL skills which were the thinking skills using 'ampe' to create a demand and supply curve to show that the lower the price the higher the quantity demanded and the higher the price the lower the quantity that will be demanded.

In class, our teacher told us that we were going to use a game to create the demand curve and as an inquirer I was looking forward to see how it would look. In Ampe one has to be fair in the game. This also explained the global context of the unit Fairness and Development. In the game we had to change (key concept) because the line slopes so people from supply entered the line of demand. The demand curve slopes negatively from the left to right and the supply curve slopes positively from left to right.

As the people in both the demand and supply team were moving in a form of a slope in different directions, one person from the demand team and another from the supply team crashed in the middle band that was the equilibrium or market price.

*~Benedicta Adu Tutu.*



During our second period in economics class, we had the opportunity to go out of class in order to perform a short and fun activity in order to enhance our understanding of market equilibrium. In my perspective, I gained a lot of knowledge from the 'ampe' game used as an example to help us understand better. We were all tagged with paper on our backs either for supply and demand and we all were given sides for either same or different as well as costumers and producers.



Depending on whether the producer or consumer won, each person at a time had a place to go with each given point. At the end of the whole game, two members from both teams came together to form an equilibrium through the points made by the producer and the supplier. After playing this game, I have understood the demand, supply and market price and I can now relate this to real life situations. From this activity, with our key concepts being change, I was able to see the change in direction and place in the supply and demand curve. I have also acquired some ATL skills from this activity, such as: thinking skills, where I was able to think immediately, in order to quickly move to get the right position in order to get to meet another person in the center to form the market price. I have also acquired social skills by communicating with my teammates and collaborating with them to get more scores, in this case higher prices as we were the suppliers.

*~Nhyira Owusu*

The 'ampe' game has allowed me to gain a better understanding of the demand and supply concepts. As the producer and customer were at work, the demand and supply curves were being outlined, and then the equilibrium (market price), also came about. Finally, when the game was over, and all the 'children of the 2 mothers', had fit into the curve, there was a bold X that represented the 2 curves being portrayed on the same graph. When we have to relate it to the ATL skills, I had to think on the spot when we were supposed to form the curves on the same graph. This was my first time participating in such an activity, and frankly, I was quite confused in the beginning, but with teamwork, the whole class was able to form a beautiful graph. In relation to research, I had to discover for myself what the equilibrium was before we came to class, so that the game would be easier as I would understand it better during the course of the game. In relation to the global context, fairness is involved in ampe, when we are supposed to have the same number of children in order for the graph and game to be equal, and consistent. I also realised that in relation to the key concept, change is involved in demand and supply, when there are factors that affect the demand and supply curve such as cost of factors of production, and global climates such as natural disasters, that will cause a shift in the curve.

*~Lexi Forson*



## CAS-SA Corner

### Throwback Gallery



Tema International School is about to **celebrate its Sweet 16!**

We are counting down to **Founders Week!**

A group of dedicated G11s led by *Lydia, Joseph B and Isabel* are planning a week to remember.

See below the lineup plan by the TIS @ 16 organisers:

#### Events:

- 1 October – Tuesday – **Morning Assembly** – TIS History – Assembly team – MPH- 8:25AM
- 3 October – Thursday – **Official Opening of the TIS Primary School Campus (Phase I) & Founders' Lunch** – (See Program attached)
- 5 October – Saturday - Commissioning of Graceland Academy at Akorlikope – (Invited Parents, Students and Staff, only)
- 6 October – Sunday - **Anniversary Thanksgiving Service** – 11:00 AM - MPH

Kindly take note that on the 3 October, the Official Opening of the Primary Campus is for invited guests only. However, HOC, Class Reps, HOD's and Program Coordinators will



attend the event. A bus will leave the Main Campus at 9:45 AM.

See below the dress code for students and staff (if you like to join in the fun) for next week, 30 September to 6 October.

### Spirit Week – Students’ Initiative

- **30 September - Monday:** Uniform – **Red Ribbon** – Sickle Cell Awareness Month
- **1 October - Tuesday:** Pep Rally – Rep your Club/Group – Students will wear the Clubs/group T-shirts.
- **2 October - Wednesday:** Uniform with a **Blue Ribbon** - Promoting peace - International Non-Violence Day
- **3 October - Thursday:** National Attire – Celebrating Our Founders' & International Mindedness
- **4 October - Friday:** Grade Theme Day
- **6 October - Sunday:** Anniversary Thanksgiving Service – Attire, White/TIS Cloth

Kindly find attached the criteria for the **International Day Fashion Show, 3 October, MPH** – Founders’ Lunch.

#### Criteria:

- Costume fits with theme/Representation of a country/culture.
- Creativity of the costume
- Overall appearance and effect of costume
- Stage presence

The students' anniversary committee will choose 15 best dresses - 10 students and 5 teachers. They will be invited to parade on stage.

The audience will select 2 best students and 1 best teacher. **A cash prize of GHC 250.00 will be given to each winner.** “Fear not, the CAS team will not join in the competition ☺lol

There will be a variety of performances, so look out for the TIS Primary School Campus students.

Be ready to celebrate!



## What to expect from this year's **Founders' Week**?



TIS at 16.

This is an exciting milestone for our school, especially with the birth of its primary campus. We are celebrating 16 years next week; since the beginning, every single student that enters the school walls, gets a sense of belonging and pride. That is what the entire Anniversary Week is about: school spirit. I am happy when I say I belong to the Catherine Hostel or the Green Wisteria, and this week is to enhance that pride.

TIS is a school founded on service and education, so this year there are two awareness campaigns that will occur. I personally believe that there is no limit on the amount of impact you can make on an individual's life. There will be two different days creating awareness on Sickle Cell and Peace (International Non-Violence Day).



This year's anniversary week is definitely one to watch out for, especially with the ever vibrant Founders' Day where we make sure that Mrs. Adjavon knows how much we appreciate the dream and sacrifices she and her family made. 16 years is one of new births, school spirit, service and family.

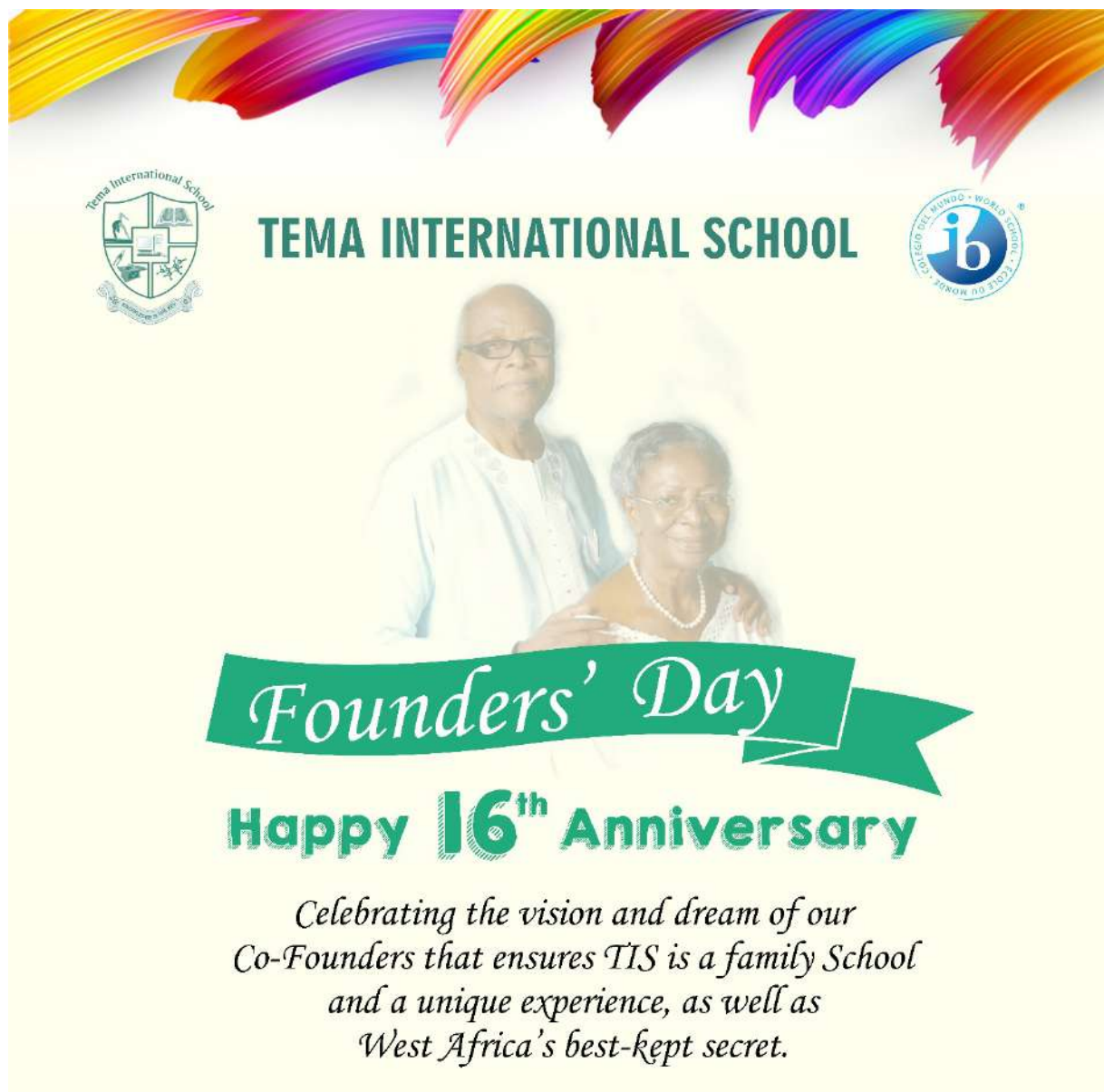


I cannot wait for this year's Founders' Week celebration because I know everyone is going to have a wonderful time.

**Lydia Boahen (Grade 11)**



## Happy 16<sup>th</sup> Anniversary, TIS!



Being a new student, TIS has helped me to learn how to play different instruments and learn various new stuff. Happy 16<sup>th</sup> birthday, TIS. I hope the school continues to teach and educate other students in a way as it did for me. **Nana Achiaa Mansa Bonsu (Grade 9)**

I am a new student here at TIS and I must say so far it has been a wonderful and thrilling experience. Everything here from the teachers, to subjects, to the activities and even the food is good. I would like to acknowledge and congratulate the pioneers and all those involved in the affairs of the school one way or the other for making such a great institution. **Adeline O. Adjei (Grade 10)**

I congratulate the Founders on the birth of the Primary School Campus and keeping TIS at its standards for the past 16 years. It is my hope that despite all the challenges that may arise, TIS will and must still stand by their motto, "Knowledge is the key" and they must

still aspire to move ahead in all spheres of its life. I wish TIS the best of years ahead.

**Rudolph Dogbegah (Grade 10A)**

What a wonderful journey for TIS! The growth of the school has been remarkable and I wish this same success for the years to come. XOXOXO. **Karen Magna Quarshie (Grade 9)**

As a new student, I would like to wish TIS a happy 16<sup>th</sup> birthday. I hope for the school to grow in grace and success in the years to come. **Nana Akua Adjei Boadu (Grade 9)**

Congratulations to the Founders of TIS, an amazing school for creating an amazing and safe space for students to not only learn but grow as amazing individuals capable of leading generation. Happy Birthday, TIS. **Gwen Agbesi (Grade 11)**

Congratulations to our only loving home TIS for turning 16. Happy to be part of this family and thanks to the Founders who made it possible to give it all they could do to make it happen. Happy Birthday, TIS. **Elizabeth Anatsui (Grade 11)**

Thank you so much for providing us with this beautiful environment for learning. **Nuku Dzakuma (Grade 9)**

TIS is an amazing place with a wonderful community. I wish TIS the best in all their endeavours. **Naa Adjeley (Grade 10)**



## First Aid Training

### by Ghana Red Cross Society

The three days I spent after school in the Red Cross Society workshop is one to remember. I had been looking forward to this experience since my senior friends told

me about it back in Grade 10 and I must admit it was all they said and more. This workshop has corrected my wrong perceptions about administering first Aid and it taught me new things, things that will impact on my life and others around me. It was fun working with my friends as we learnt how to save lives. **Darin Jordan Osei Sarpong (Grade 11)**

In my previous years at TIS, I had sat back and watched as the efforts of this club aided in the wellbeing of the TIS community. This academic year, I decided to sign up to be a member of this prestigious club. There was a three-day workshop in preparation for the practical and theory exam. During this period, I discovered a lot of intriguing information about the history of Red Cross and the administration of first aid. This experience helped me learn skills that can be applied throughout my life. **Torence Mwindare (Grade 11)**





Red Cross training was a very enjoyable experience where we learnt first aid and teamwork. During the course we were taught how to deal with various casualties e.g. choking and unconsciousness without breathing. We even had the chance to demonstrate our skills on a dummy during a practical session where my group performed CPR on the casualty. The course also cleared some of my misconceptions about first aid like lowering your head during a nosebleed instead of raising it, which can cause blood clots in the brain. We even



learnt about the history of the Red Cross and how it came about. **Elrad Martin-Lawson (Grade 11)**

Having been in Red Cross for 2 years going onto 3, this workshop was more of a reminder, or a refresher of the theory and practical first-aid knowledge. It was a nice experience altogether because this year it is mainly my grade mates in Red Cross as we are in DP1. This year, I had a privilege to be selected as the President of Red Cross, which gave me a greater sense of achievement. The practical aspect was very hands-on and interactive which was a very nice way of learning. I am eager to use my skills to aid different casualties in various situations. I enjoyed the workshop and hope this years' Red Cross will be one to watch out for. **Lydia Boahen (Grade 11)**



I have never been interested in anything that deals with injured people. However, when the opportunity to sign up for Red Cross came about, I was intrigued. I realised that it was necessary for me to have some knowledge about the key skills you need to have in order to help someone, or even yourself, in some type of emergency.

In all, the Red Cross course was indeed very beneficial and helpful as now I'm more confident that I can take part in saving somebody's life. What struck me about the workshop was the practical aspect. They made sure that we all understood not only the theoretical aspect sbut also how to go about an actual situation. **Isabel Prempeh (Grade 11)**



Last week, my grade mates and I had our Red Cross workshop to shape us into certified members of the Red Cross society. Personally, I couldn't wait to get started as I've been waiting for so long to have this experience. Our instructor, 'Chief', educated us on the how the Red Cross came into being, the meaning of the Red Cross flags and the principles of the Red Cross society. He also took us through the basic first aid routines and showed us how to identify specific signs and symptoms to effectively help a casualty. On Friday, we had a practical session at the sports complex and it gave me the opportunity to apply all the knowledge I acquired in the preceding days and have a deeper understanding of what it means to help people.

**Joshua Yeboah (Grade 11)**

Woow! The Red Cross workshop was amazing, I was able to learn new skills which will help me in the future. This workshop has taught me lifesaving techniques to help myself and the people around me. I advise you all to sign up next coming year. **JB (Grade 11)**



## Picture Gallery



## TIS Red Cross Club & World CleanUP Beach Day





## TIS on the News



Liked by **wasteorcreate** and **18 others**

itae\_xel WORLD CLEANUP DAY 19

@wasteorcreate #worldcleanupday2019 #climateaction

1 day ago



Liked by **wasteorcreate** and **18 others**

itae\_xel WORLD CLEANUP DAY 19

@wasteorcreate #worldcleanupday2019 #climateaction

1 day ago



## Parent Information Session and Speaker of the Year Contest





## Alumni – Almighty Trei School Tour & Concert and University Fair





## Alumni Corner – Book Launch by Apiokor Ashong-Abbey – IB Class of 2007 - The Pioneers



**APIORKOR**  
invites you to the launch of her  
**MAIDEN BOOK**  
*The Matriarch's Verse*

**VENUE:** SWISS SPIRIT  
HOTEL & SUITES ALISA  
(NORTH RIDGE)  
**DATE:** FRIDAY, OCTOBER 4, 2019  
**START:** 7:00 PM

CNR, ALISA SUITES, Citi, Apiokor, DAKpabi, 97.3 fm, and other logos are displayed at the bottom.



### TIS adaptation of Beauty and the Beast

"TIS' production of an adaptation of Beauty and the Beast. Beyond brilliant and something to witness and admire. Absolutely, beyond belief. Everyone was a star!" - **Dr. Ken Darvall – Principal**

<https://youtu.be/NiHcyctp-cl> - TIS YouTube Channel

**Limited copies available** of TIS Beauty and the Beast  
DVD - GHC80.00 /Flash Drive GHC100.00

**Grab your copy NOW.**

**Contact Ms. Abigail +233 54 393 6488**

**Stay updated - Save the TIS WhatsApp – 0503849799 - TIS: more than a school.**



“

Whether you think  
you can  
or think  
you can't,  
you are right.

HENRY FORD

Kim  
Kalee





# TEMA INTERNATIONAL SCHOOL

## Primary School Campus

### Admissions Open For 2019/2020 Academic Year

**Flexible admission screenings and interviews**



To learn more scan this.

To enrol scan this.






**Entry Points in 2019/2020**

| Preschool            | Junior Primary          |
|----------------------|-------------------------|
| Kinder 1 (3-4 years) | Grade 1 (5.5 - 7 years) |
| Kinder 2 (4-5 years) | Grade 2 (6.5 - 8 years) |
| Kinder 3 (5-6 years) | Grade 3 (7.5 - 9 years) |

**Additional Entry Points from 2020/2021**

| Senior Primary               |
|------------------------------|
| Grade 4 (8.5 - 10 years)     |
| Grade 5 (9.5 years-11 years) |
| Grade 6 (10.5 - 12 years)    |

All admission applications will be online via Open Apply: <https://tis.openapply.com>

A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer MYP and DP. The Primary School campus has been approved as a Candidate PYP School.





## Tema International School

### ADMISSIONS OPEN FOR 2019/2020 ACADEMIC YEAR

*A family school, a unique experience*

**Flexible online admission testing is available**



**ENTRY POINTS:** Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 10 (MYP 5) | Grade 11 (IB Diploma Programme)

| Grade 7<br>(MYP 2)  | Grade 8<br>(MYP 3)  | Grade 9<br>(MYP 4)   | Grade 10<br>(MYP 5)   | Grade 11<br>(IB Diploma Programme)  |
|---|---|--|---|---|
| <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed Primary 6</li> <li>b) Be aged 11+ (at the time of admission)</li> <li>c) Complete a general aptitude test and interview</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed JHS 1 or in JHS 2</li> <li>b) Be aged 13+ (at the time of admission)</li> <li>c) Complete a general aptitude test and interview</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed Year 8 or Basic Education Certificate Examination (BECE)</li> <li>b) Be aged 14+ (at the time of admission)</li> <li>c) Complete a general aptitude test and interview</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have completed Year 9.</li> <li>b) Be aged 15+ (at the time of admission).</li> <li>c) Complete a general aptitude test and interview.</li> </ul> | <p>Students should:</p> <ul style="list-style-type: none"> <li>a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.</li> <li>b) Be aged 16+ (at the time of admission).</li> <li>c) Complete a general aptitude test and interview for non IGCSE &amp; GCSE students (i.e. WASSCE, OCR, AQA).</li> </ul> |

To learn more scan this.

The online application process can be completed at: [www.tis.openapply.com](http://www.tis.openapply.com)  
For further information contact us on phone: +233 303 305134; +233 303 308737; email: [admissions@tis.edu.gh](mailto:admissions@tis.edu.gh)  
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)  
[www.tis.edu.gh](http://www.tis.edu.gh)  
Principal

To enrol scan this.



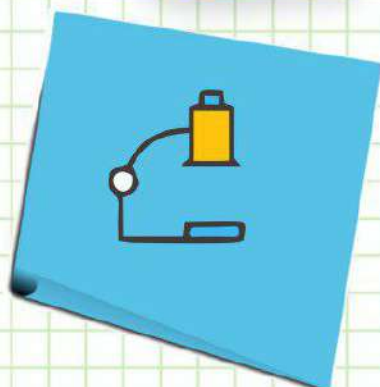
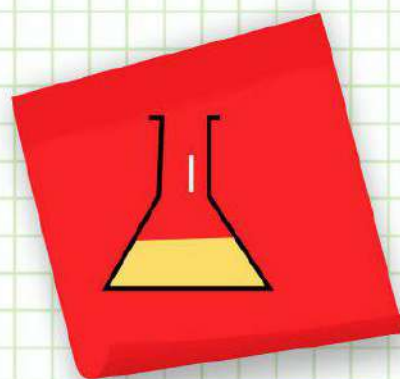
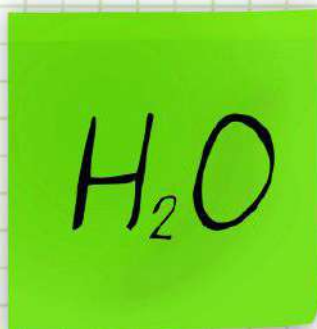
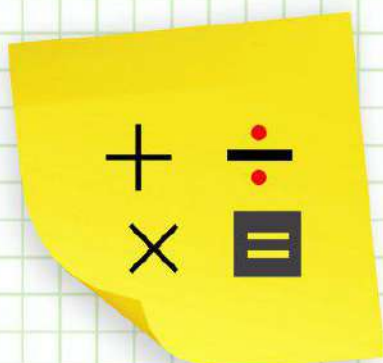



TEMA INTERNATIONAL SCHOOL



# Inter-colour Science & Maths

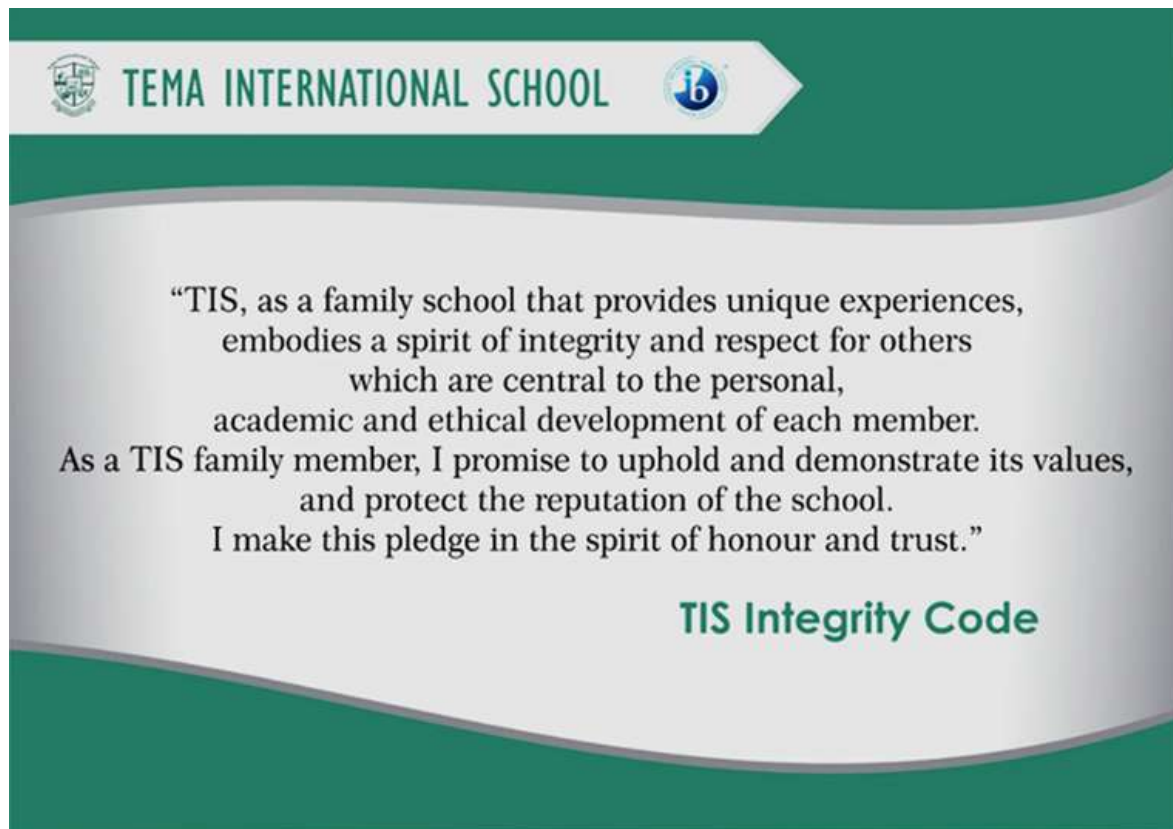
# Quiz



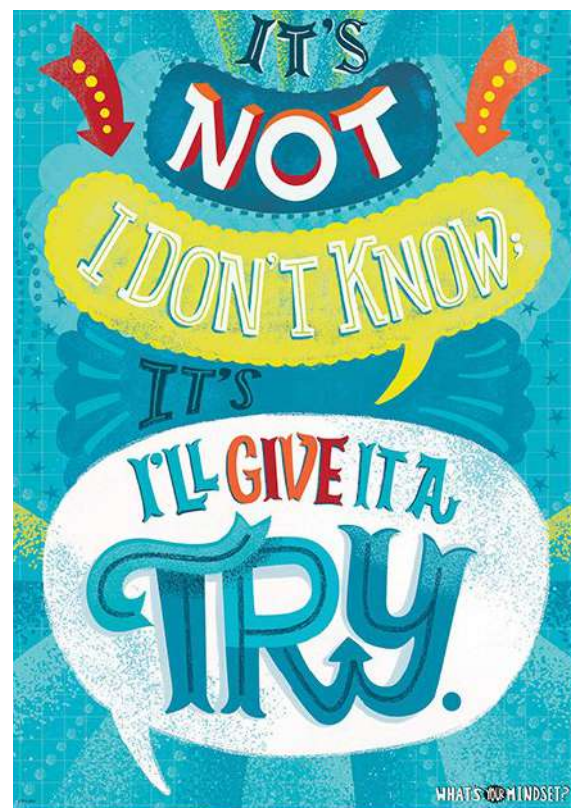
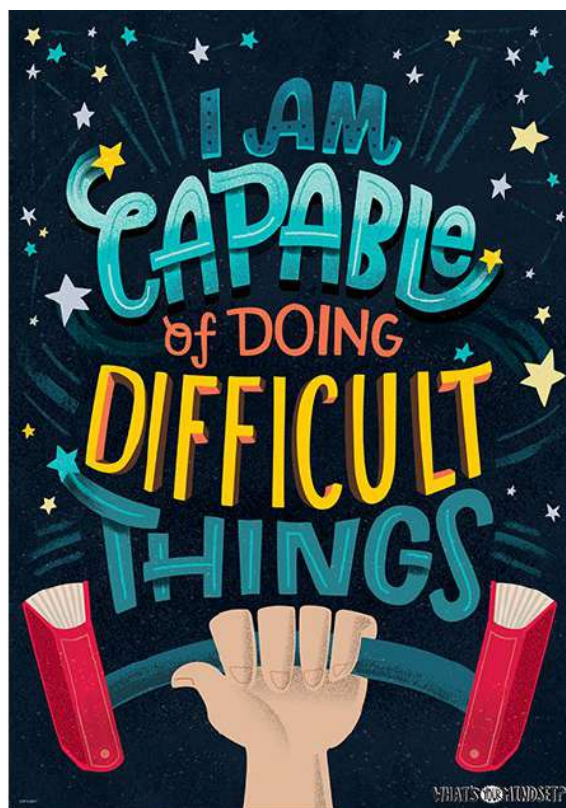
Date: 27 September, 2019  
Time: 7 pm  
Venue: MPH

Criteria on Managebac.





### Growth Mindset Corner





TEMA  
INTERNATIONAL  
SCHOOL



**PRESENTS**  
**AN ADAPTATION OF EFUA SUTHERLAND'S**

A large, detailed illustration of a black spider with a red-orange pattern on its back, positioned over a background of red roses.

# **THE MARRIAGE OF ANANSEWA**

**an entangled affair...**

**COMING SOON**





# TEMA INTERNATIONAL SCHOOL

## ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD

## Counsellor's Corner



**At the start of a new day, be a positive inspiration to others in making the world a better place!**



### EMAIL ETIQUETTE



Technology makes communication faster and easier. There are rules applicable to sending and responding to emails. Some tips on email etiquette originally written by Jessica Bauer in 2000; expanded and maintained by Dennis G. Jerz.

- Write a meaningful subject line.
- Keep the message focused.
- Avoid attachments.
- Identify yourself clearly.
- Be kind. Don't flame.
- Proofread.
- Don't assume privacy.
- Distinguish between formal and informal situations.
- Respond promptly.
- Show respect and restraint.
- Always check the tone of the email. Be courteous. This is of great importance regardless of how the sender communicated the message to you. It tells a lot about your personality. Once the email is sent it always serves as a proof of evidence.



- When the mind is tired do not send or respond to an email. The email might be full of grammatical errors and typos.
- When angry or not in the right frame of mind do not send or respond to an email.
- Have a salutation, body, conclusion <https://www.prdaily.com/the-4-most-essential-components-of-an-email/>

### DP2 as an integral part of the application process remember;

- Once you receive an email from your prospective school, respond promptly and timely it shows your keen interest in that school.
- **BE TRUTHFUL.** Universities are always able to track your email once you receive and open your email. Lying is a daint on your reputation and your school.



| Month        | University/Institution                              | Date               | Time          | Venue               |
|--------------|---|--------------------|---------------|---------------------|
| <b>Sept.</b> | Columbia, Cornell and Princeton Universities (USA)- | 6 September, 2019  | 1:30pm-1:55pm | TIS Learning Centre |
|              | Babson College (USA)                                | 9 September, 2019  | 1:30pm-1:55pm | TIS Learning Centre |
|              | CIS University Fair 2019 (17 universities)          | 24 September, 2019 | 3:05-4:45pm   | TIS MPH             |
|              | Walsh University                                    | 26 September 2019  | 1:30pm-2:00pm | TIS Learning Centre |
| <b>Oct.</b>  | York Univ. (Canada)                                 | 2 October 2019     | 1:30 pm       | TIS Learning Centre |

***Please note: Parents are welcome to attend these meetings and meet university admissions team for further enquires.***



## UNIVERSITY FAIR



TEMA  
INTERNATIONAL  
SCHOOL

### MEET **ADMISSION** REPRESENTATIVES FROM THESE **UNIVERSITIES**

**COLBY COLLEGE**  
Waterville, Maine | USA

**ÉCOLE HÔTELIÈRE DE  
LAUSANNE**  
Lausanne | Switzerland

**IE UNIVERSITY**  
Segovia | Spain

**KENT STATE UNIVERSITY**  
Kent, Ohio | USA

**LAKEHEAD UNIVERSITY**  
Thunder Bay, Ontario | Canada  
Orillia, Ontario | Canada

**LAWRENCE UNIVERSITY**  
Appleton, Wisconsin | USA

**MCMASTER UNIVERSITY**  
Hamilton, Ontario | Canada

**MEMORIAL UNIVERSITY OF  
NEWFOUNDLAND**  
St. John's, Newfoundland and  
Labrador | Canada

**MONASH UNIVERSITY**  
Melbourne, Victoria | Australia

**RYERSON UNIVERSITY**  
Toronto, Ontario | Canada

**ST. GEORGE'S UNIVERSITY**  
Saint George | Grenada

**UNIVERSITY OF  
JOHANNESBURG**  
Johannesburg | South Africa

**UNIVERSITY OF  
MASSACHUSETTS AMHERST**  
Amherst, Massachusetts | USA

**UNIVERSITY OF NEW HAVEN**  
West Haven, Connecticut | USA

**UNIVERSITY OF TORONTO**  
Toronto, Ontario | Canada

**UNIVERSITY OF VERMONT**  
Burlington, Vermont | USA

**YORK UNIVERSITY**  
Toronto, Ontario | Canada

**REGISTER NOW**

Go to  
**StriveCIS.com**  
or just snap/scan these:



This year's CIS University Fair was engaging, inspiring and interactive. See next week's bulletin for university highlights and students' reflections.



A very big thank you to the TIS community for making this event a great success.





To the DP1 students who worked behind the scenes: protocol team, MCs, host and hostess, ushers, souvenir services, HOC, Order team, we say a very big thank you and we duly acknowledge the following students for their outstanding leadership and management skills making the event a great success.

**They include the following DP1s:** Stacey, Alberta, John, Kwame, Jadyn, Khadidjatou, David Syme, Darin, Salma, Bennett, Edward, Isabel, Ethan, Nanasei, Nana, Asabea, Nana, Charlene, Torence, Terence, Elrad, Samuel, Emmanuella, Cheryl, Hamdia, Bright, Arnold, Ashley, Darius, Eyako, Emelda, Jacqueline, Bethany, Jason, Emmanuella, Lydia, Fiifi, Amanda, Joseph-Bryan, Charity, Ivana, Clive, Nestalia, Cecil, Sanjeevan, Joseph, Christine, Gwen.

**DP2s, November SAT Subject test deadline coming up! The global deadline for November SAT subject test is the 3<sup>rd</sup> of October.**

**Please register right away if required/recommended by your universities!**

[www.collegeboard.org](http://www.collegeboard.org)

achieve more  
**SAT** 2019-2020 TEST DATES

| TEST DATE              | REGISTRATION AND PAYMENT DEADLINE |
|------------------------|-----------------------------------|
| <b>5 Oct. 2019</b>     | <b>29 Aug. 2019</b>               |
| <b>2 Nov. 2019 *</b>   | <b>19 Sept. 2019</b>              |
| <b>7 Dec. 2019</b>     | <b>31 Oct. 2019</b>               |
| <b>14 March 2020**</b> | <b>23 January 2020</b>            |
| <b>2 May 2020</b>      | <b>5 March 2020</b>               |

**\* SAT SUBJECT TESTS ONLY (Foreign Languages with listening only),**

**\*\*REGULAR SAT ONLY (No Subject Tests available)**

**Please come along with your unexpired passport!**

**SAT Registration Fees (To complete registration online full payment with credit card only. Visit [www.collegeboard.org](http://www.collegeboard.org))**

**SAT I - U.S. \$107.50 SAT II: 1 subject (\$117), 2 subjects (\$127), 3 subjects (\$137) (estimates).**



**2019-2020 TEST DATES (COMPUTER-BASED TESTING ONLY!)**

| TEST DATES           | REGISTRATION AND PAYMENT DEADLINE |
|----------------------|-----------------------------------|
| <b>14 Sept. 2019</b> | <b>23 Aug. 2019</b>               |
| <b>12 Oct. 2019</b>  | <b>5 Sept. 2019</b>               |
| <b>14 Dec. 2019</b>  | <b>7 Nov. 2019</b>                |
| <b>4 April 2020</b>  | <b>27 Feb. 2020</b>               |

**Please come along with your unexpired passport!**

**ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://www.actstudent.org)):**

**ACT plus writing – U.S. \$166.50. (TIS Test Centre Code: 870390, but inform Counselors first).**

**\*To complete registration, payment must be made online in full with a credit card.**





These tests are just one slot in 2019. Registration is now closed. Registration will be opened February 2020. You still have the chance to take the test!

**Test takers please come along with your valid unexpired passport as the only form of identification!**

**Students taking the Pre-ACT exam this week should also bring their number 2 pencils (buy from the Tuckshop), calculator, eraser, sharpener for the test next week Saturday- 28 September 2019.**

**There will be early breakfast at 6:50am that day and Reporting time for the exam - 7:15am- Handel-Picasso Exam Hall.**

#### **FOR Pre-ACT PRACTISE TESTS AND TEST PREP MATERIALS:**

[WWW.ACTSTUDENT.ORG](http://WWW.ACTSTUDENT.ORG) (Click On “Test Prep” & ACT Academy for practice material)

Also, visit [africa.actclub.org](http://africa.actclub.org) and click on resources

**For PSAT:** Visit [www.collegeboard.org](http://www.collegeboard.org) and click on PSAT

Please practise for at least an hour every day and you should be fine. Also, see your Maths and English Teachers for help reviewing practice questions. There is also some practice material on Naviance. See the College Guides for help in accessing it.

## **CHAPLAINCY ANNOUNCEMENT: CONFIRMATION/CATECHISM LESSONS FOR NON CATHOLICS**

The Tema International School Chaplaincy wishes to inform parents and guardians that registration for baptism/catechism lessons for confirmation and admission to the Lord's Supper for non-Catholics (Presbyterians, Methodists, Anglicans and Pentecostals) is in progress. Interested parents should kindly contact the school chaplain, Dr Michael Odame via [mlodame@tis.edu.gh](mailto:mlodame@tis.edu.gh) by 6 October 2019 for the registration of their wards.

The proposed date and venue for the programme is Sunday, 10 November 2019 at the TIS MPH.

Arrangements for Reception of the Sacraments/Confirmation of Catholics will be announced later.







# TEMA INTERNATIONAL SCHOOL

## WELCOME TO THE LEADERSHIP INCUBATOR



At TIS, we believe the four pillars for student balance and ensuing success - Academics, Service, Sport and Culture - provide a theoretical lens for inquiry, critical thinking, conceptual understanding in a real-world context, through action.

Across all four pillars, TIS prides itself on the opportunities and experiences that enable all graduates to develop and enhance leadership attributes and skills to make a difference and the world a better place. As leaders, we create our footprints to ensure authenticity.



EDUCATION FOR A BETTER WORLD