

WEEKLY BULLETIN

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At TIS,

we believe excellence is achieved by continuously improving your personal best in all endeavours through consistent effort, positive attitude, regular reflection, balance, persistence, a growth mindset and no excuses.

Calendar

November

25 S1 exams commence (G10-12)

December

1 2020 admissions open

5 Nominations open for 2020 Student Council

7 SAT

8 TIS Carols' Night

14 ACT

Thought for the Week

It is impossible to live without failing at something, unless you live so cautiously that you may not have lived at all, in which case you have failed by default.

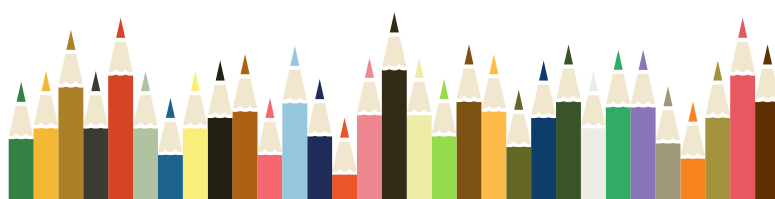
- J K Rowling



Impact and Outcomes

I was surprised, as in flabbergasted, when I heard that a parent stated that our students only attend second-rate colleges and these are reflected by the colleges and universities that visit TIS. Obviously, this person does not read our weekly tome, the TIS Bulletin, or has read our TIS Profile that is available from our website. My personal favourite page is #4. What do you think? <https://www.tis.edu.gh/wp-content/uploads/2019/10/School-Profile-141019.pdf>

One way of considering impact at TIS could be their regular contributions to the TIS Bulletin. The College Guides and the CASS-SA team are our most consistent and detailed contributors. Both are brilliant teams and their impact is enormous across TIS.



Do the right thing,
even when no one
is watching.

It's called integrity.

Making Us Proud

- TIS Girls' Volleyball team: 2019 TISSA Champions.
- TIS Girls' Basketball team: 2019 TISSA Champions.
- Primary School parents who joined us for last week's celebrations.

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.

For our College Guides, their role is critical as our goal is to support each graduand achieve their university and program of choice. That's no easy task, but by working closely with students and their parents, the College Guides enable the best outcome for each of our students. Their experience, hard work and success are often unappreciated to the detriment of those who choose to do otherwise.

Our Alumni are indebted to our College Guides and I take this opportunity to congratulate them for their professional support, commitment and success each year in ensuring the best outcome of our G12 students.

Integrity Code

"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.

As mentioned in the TIS Bulletin on 8 November, all members of the TIS family are required to complete and return it to the Principal by 30 November. Failure to respond will restrict participation in TIS opportunities. A TIS Integrity Code agreement form is attached to this weekly Bulletin.



Unit Celebrations

at the Primary School Campus





Tema International School

(Primary School Campus)

A modern Primary School in the TIS tradition.



Admissions opens 1 December 2019
for 2020/2021 Academic Year
primaryschool@tis.edu.gh - www.tis.edu.gh



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

PYP CORNER

EARLY YEARS

Unit Celebration and Portfolio Day

As part of our second unit, '*How We Express Ourselves*', stories, games and celebrations were explored, the climax of which was a Unit Celebration. This celebration is an assessment task which helps the learning community appreciate the depth of learning attained by students.

For the occasion, children donned colourful traditional outfits, and parents turned up in elegant ethnic attires. Mums and Dads were regaled with a dramatisation of the story behind the *Hogbetsotso* festival, as learners retold the series of events which led to the *Anlos* escaping from *Notsie* in Togo, to their current home.



Drama on the origin of Hogbetsotso



Children tried their hands at traditional games too. This was a nostalgic moment for parents as watching children enjoy games from years ago, brought back fond memories of their own childhood. Inspired by this display, parents joined in the celebration, sharing various traditional games like 'Ampe', 'Kpitinge', 'Chaskele' (the local version of baseball), and 'Robert, Robert'.



It didn't end there! By kind curtesy of parents, the learning community was treated to an impressive array of tasty Ghanaian dishes and drinks from the various ethnic groups represented. Finally, our young learners crowned the celebration by sharing their learning journeys with parents through their e-portfolios.

It was such a fun and enlightening experience that when it came to an end, no one wanted to go home.

LOWER AND UPPER PRIMARY

Technology in the Classroom

Though many schools teach ICT as a discrete subject, PYP emphasises the use of technology as a learning tool for teachers and students alike. This is due to its potential to both facilitate and enhance learning. Using technology in the classroom aids the development of international-mindedness, as it allows learners to effortlessly connect with others around the world. It also supports learning by helping students gain a deeper understanding of various concepts. At TIS Primary, we are aware of technology's numerous benefits as a learning tool. It is for this reason the resource has been carefully integrated into our inquiry, as we seek to develop 21st century, internationally-minded students, who exhibit the IB Learner Profile attributes, and are conscious of the changing needs of our time.

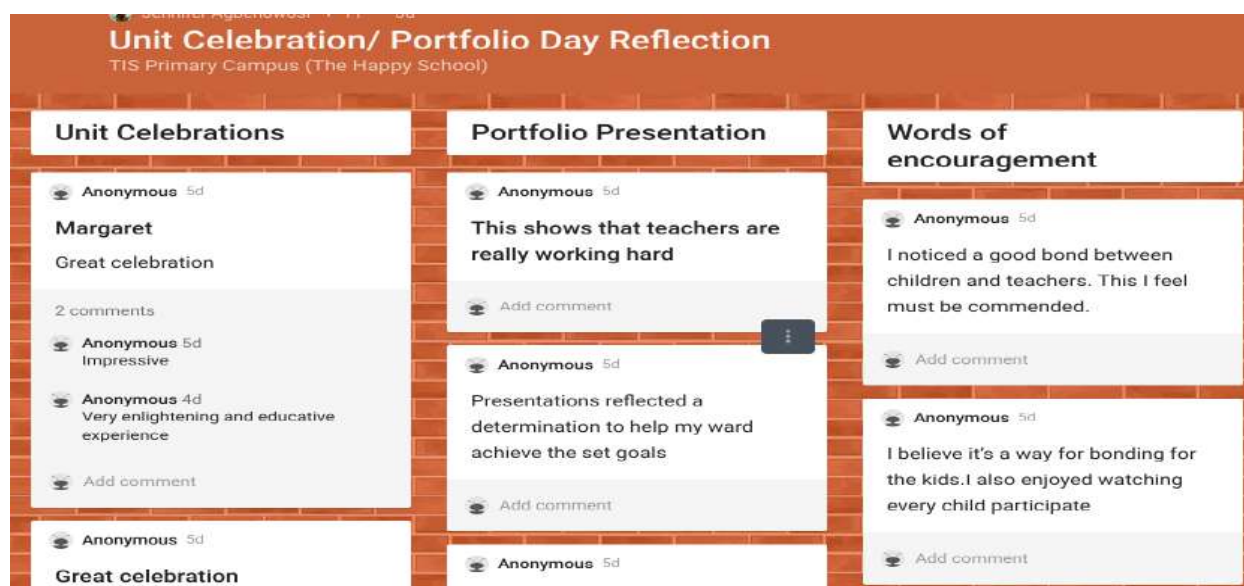
Inquiry in the Opal and Onyx classes gets exciting when students are engaged in guided research, as they employ technology to find deeper answers and solutions to the countless questions they have. In this way, we promote student agency by giving them voice, choice and ownership of their learning.



Through the use of technology, learners also develop research and communication skills, as they find out information for themselves and share these with peers through presentations. These skills were displayed during our Unit Celebration, when students, through oral, visual and dramatic presentations, shared their findings with the learning community.



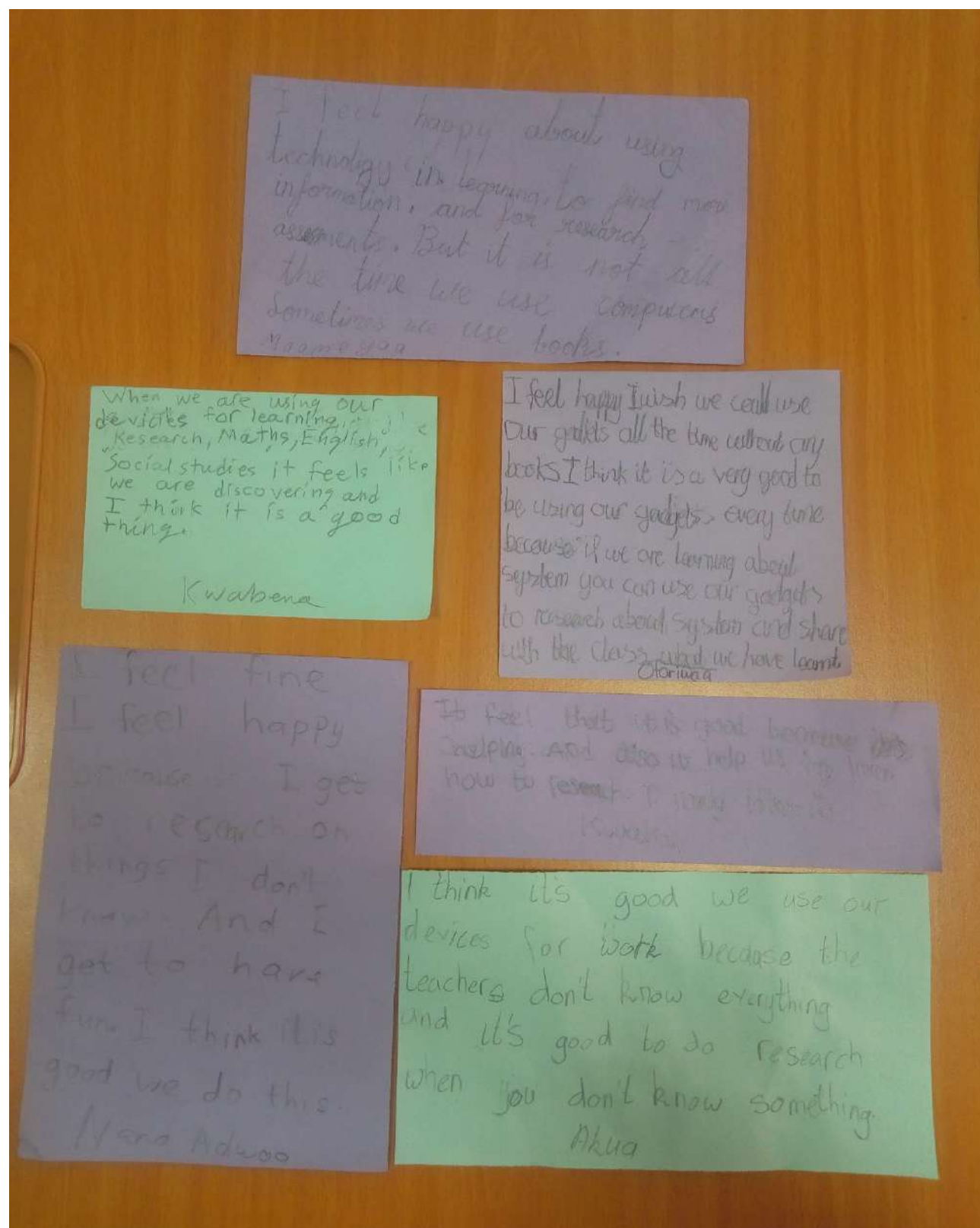
The use of technology also makes teaching and learning fun for students. They are able to use different digital platforms to create their own stories, art and songs. They also use these tools as a medium for formative assessment. One of such experiences was what our PYP parents experienced during the Unit Celebration. They were indeed thrilled when students led them to play a digital game, “*Kahoot*”, through which their understanding of migration, civilisation, settlements, and the earth’s physical geography was assessed. It was an enthralling moment for parents and they did not hesitate to express their delight via “*Padlet*”, another digital n platform specifically created to obtain feedback.



Below is the link to parents' "Padlet" reflections:

https://padlet.com/jennifer_agbenowosi/tisprimarycampus.

Inquiry under the theme, 'Where We Are In Place and Time,' has been a truly exciting journey, epitomising what we call, "technology-enabled learning. Here's what students have to say about their experience:

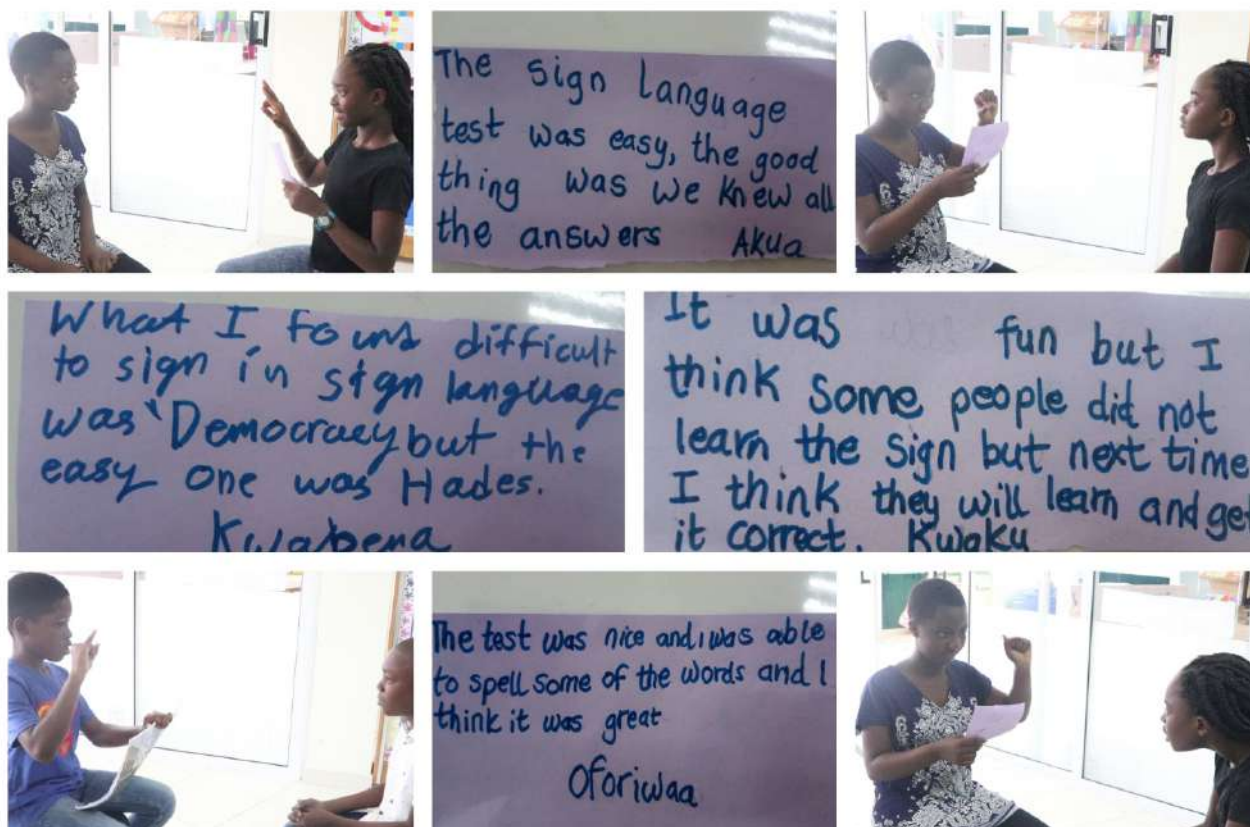


GHANAIAN SIGN LANGUAGE

Fingerspelling in Ghanian Sign Language

The process of spelling out words by using hand shapes that correspond to the letter of a word is called **finger spelling**. Manual alphabets are a set of hand shapes used to spell words. There are a variety of manual alphabets throughout the world. Ghanaian Sign Language uses the GSL Manual Alphabet as a guide to fingerspelling.

This week, the Opal Class used the GSL Manual Alphabet to spell some selected words linked to their current Unit. Below are their reflections.



Reference

Fingerspelling & Numbers: Introduction. (n.d.). Retrieved November 13, 2019, from

American Sign Language:

<https://www.lifeprint.com/asl101/fingerspelling/fingerspelling.htm>

DISPATCHES FROM THE DIPLOMA COORDINATOR

Next week, and for two weeks, the Diploma Programme students at TIS will be sitting internal end-of-semester examinations.

The term ‘examination’ comes, as does a significant proportion of the English language (very little of which is in fact English), from the Latin *examinare*, “to weigh; to ponder, consider.” I suspect that, were we to ask students and teachers for a definition of what the term means, only the first of these – ‘to weigh’ – might, at a push, get used. The idea that ‘examinations’ are a time for ‘pondering’, still less ‘considering,’ would probably not enter into most people’s thinking, because we have got used to the idea, over the centuries, over our own lifetimes, that examinations are a *test*, and lead to a *judgement* which is made in the form of a number or a letter, and - in my experience, sadly – most students and most teachers view examinations in this way. There is education – and then you are examined, and there are various gradations of ‘passing’ the ‘test’, and another set of gradations for ‘failing’ the ‘test.’ This is how examinations are seen and, for many, they are important.

I would rather argue that examinations can be ‘interesting’, can be (but rarely are) ‘stimulating,’ but not that they are important. I suppose that for our second-year students, as the date of “the finals” approaches, these internal end-of-semester examinations are the first real ‘test’ of their mettle – the chance to see if what they have internalised comes close to what they wish to achieve come “the finals.” They can, in that sense, be used as a vague measurement, but vague is about as good as it gets.

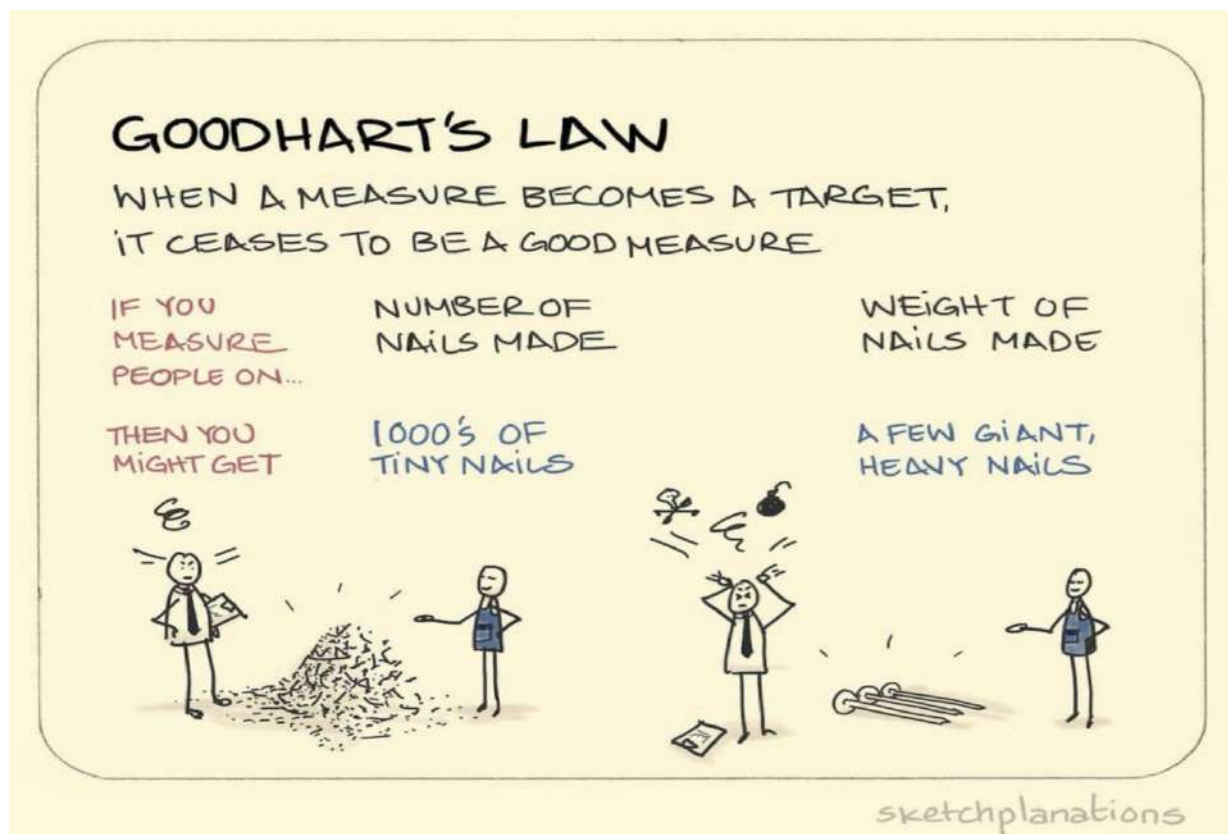
For the first-year students, these examinations serve a very different purpose given that, although many (not all) have gone through the IGCSE examinations treadmill, this is still their first taste of what IB Diploma examinations look, feel, taste and smell like, and I would (and do) argue that this is the extent of their value.

The grades generated by these – by any – examinations can and are often seen as a ‘reflection’ of students’ learning: examinations ‘tell them’ how close to, or far away from, the holy grail of ‘success’ they are. The usual argument is this: 60% (give or take) of the students’ final IB Diploma grades will be based on examinations, the other 40% (give or take) on internal assessments. So - the argument goes - we need to replicate that split for semester grade reporting, because the students need ‘practice’ in writing examinations, and other, similar, (it turns out) difficult, if not impossible-to-demonstrate nostrums. Educationalists have tried, and failed, for decades to try to demonstrate what value examinations have to education, and it is clear that what we can conclude – the best that can be concluded – is that examinations test very well whether students are any good at being tested. The process tells us very little about their ability to be anything other than tested. It certainly tells us nothing of much value about their ‘knowledge’, or ‘understanding:’ these attributes are not enhanced or developed at all by examinations.

Another argument put forward is that (i) the University Counselling Department needs grades because universities need them and student transcripts need them, and (ii) parents need them and students need them.

There is no issue with either of those reasons, since the first is true, and an (unfortunate) fact of life in the 21st century. (The second part is true depending on how one defines ‘need’). However, simply because (i) we ‘need’ to generate such grades at regular intervals, and (ii) sit-down examinations is how it has always been done, is not at all a convincing argument. Tradition is never a deal-breaking argument for anything (it can occasionally be a piece of evidence in favour of continuing a practice, but when it is called upon as the only argument, then it is the sign of a poverty-stricken argument). Proper, authentic, genuine assessments ALSO generate grades, and these large-scale end-of-semester examinations - like with all final examinations - generate either false positives (research regarding the correlation between, for instance, IGCSE results and subsequent student engagement and understanding in subsequent educational programmes like the IB Diploma demonstrate this time and time again) or negatives (the experience of being tested-to-within-an-inch-of-your-life turns off more students from subjects they may actually be interested in), to judge from the available research on the issue.

I would urge all of our students to give of their best in these forthcoming examinations: they can use them to try out approaches to themes and topics in their subjects, to test *themselves* – rather than *be* tested – and to *auto-examinare* in the original, Latin, meaning of the verb, that is, “to ponder, consider.” One of the things we might consider is the truth value of ‘Goodhart’s Law’:



I would also like to take this occasion to wish you a happy UNESCO World Philosophy Day 2019 which is celebrated yesterday, Thursday, 21 November 2019.

As you know, this is the first year that TIS has offered the Philosophy course on the IB Diploma – and I write the following now as a very proud teacher of Philosophy! – and our Philosophy students decided to celebrate this day in the (what appears to be) time-honoured TIS tradition of getting a celebratory t-shirt made!

Each of us, therefore, has a t-shirt bearing our own name in Greek lettering, representing one of the origins of the practice and study of Philosophy, their to-date favourite quotation (René Descartes' phrase, 'De omnibus dubitandum' ...in all of the major languages represented in TIS.



Have a peaceful weekend, and thank you for reading.

David Spooner
(dpc@tis.edu.gh)

HOSTEL NEWS

CELEBRATE MEMORIES

Last Friday, 15 November, 2019 was bonding time for the girls. Enjoyable activities such as “Slumber Party” and “Finish the Lyrics” brought so much life and fun in the hostel. Students are encouraged that despite their differences they must learn to live at peace with each other.

Students’



Reflections

This Friday during common room, we had a very special slumber party planned. The ladies of poise finesse and decorum gathered in the Ladies Lounge for the “sleepover.” We started with a pajama fashion show where a representative from each room showed off their cutest pajamas. I modelled in an extremely hot unicorn onsie, and almost fell while walking. It was really fun to see all of the different outfits. After that, there was a talent show from each room. My favourite performance was “Man’s Not Hot” and then “Move like a Snake” by room 5, which really made me laugh. My room had made a short “vlog” of our morning routine that we filmed during the week. Before common room, I was in a rush to finish editing the video, and I was really nervous that I hadn’t done it well. But when it came time to show our video and it actually did really well - our room even won best performance! After the rest of the performances we had a feast of pizza, candy, popcorn and lemonade, and barbecue wings for the best room. Looking back, this was definitely my favourite common room and I really enjoyed bonding with my fellow Catherine girls. **Lena Dodoo (MYP 5)**

This Friday for Catherine’s common room, we had a competition where each room had to put together a performance, there were dances, skits and poems from different rooms. For my room’s performance we filmed a vlog. The vlog was our everyday morning routine. To film it, we had to wake up earlier to film and it was worth it in the end because my room won the competition. After all rooms gave their performances, music was played and we ate food after. **Elorm Godzi (MYP 5)**

Last week’s common room was amazing! From the room performances to the food, I loved it. Our room was room of the week because of the morning routine that we put together. It was actually funnier than I expected and we had fun on the beds placed on the floor. It was like a **HUGE** slumber party! Unfortunately, due to time, we couldn’t watch the movie planned but it was one of the best nights ever! **Claris Perdison (MYP 4)**

This week's common room was very fun. My classy Cecilian sisters and I played a game of "finish the lyrics." It was very engaging as everyone wanted to give different song suggestions and different lyrics to the challengers to make it very challenging for them. It was an inter-grade competition and then all those who were not taking part were cheering their grade mates on. I had an amazing time. We laughed, danced, sang our hearts out and after, we chanted our lives away. This is not a shock actually because when we classy ladies meet, be prepared for a good time. **Amanda Awumee (DP 1)**

Common room is always a time where Catherine girls can come together and release the week's stress with laughs, rants, and fun. Last week's common room meeting was just so but with something extra special. It started with a pajama fashion show that featured members from each room. It was fun to see the creative ensembles every girl could put together. Then, we had each room perform something special that resulted in both inter and intra room bonding. The fun experience didn't end there: there was, of course, music and dancing. Last came the perfect end to a perfect night: the food. Altogether, the last week's common room meeting was a great bonding experience that I wouldn't trade for anything. Am proud to be in Catherine Hostel. Kudos to the hostel executives! **Charity Apreku (DP 1)**

Last week Friday, during common room we had a very fun slumber party. It was a nice chance for us to bond as sisters, where members from all rooms got the opportunity to do a presentation, either dancing, singing, poetry, or a skit. This was a good way to showcase some hidden talents, and because we were in a safe space, nobody felt insecure about not being able to do something, and that's the beauty that we Catherinites possess. Moreover, there was food, drinks and games that we played which made the evening worthwhile. Last week's common room has been one of the best of the semester so far, and I'm really looking forward to more nights like this. **Nana Yaa Obeng-Nkasah (DP 1)**

Last week's common room was one of the best common rooms we've had in a long time. Each and every single one of us bonded as sisters, we all embraced our inner spirit of Ladies of Class. We played a game, we chanted and we were all left wanting more of the bonding time. This is how it always has to be, it was simply amazing. I am so proud of my hostel and what we have become as a family and the connection we have built. Cecilia hostel is the best hostel to be in. **Isabel Prempeh (DP 1)**

Looks and brains we've got it,

Tell us what we are lacking,

Nothing,

If you are not in Cecilia, then chale you are slacking. It is always a blissful experience to hear this chant at common room every Friday. As hostel executives it is always our joy to plan fun activities and to create a time to bond as sisters. Last week's common room activity was titled finish the lyrics, with two representatives from each grade. There were two rounds where each grade had the opportunity to finish the lyrics and there was the speed round where anyone from each grade could finish the lyrics. Some highlights of the activity were when Aaliyah screamed in frustration when we were only giving afrobeat songs and Hamdia's eagerness as she jumped across the stage in an attempt to finish the lyrics of songs given to her. The activity was exciting, and it allowed for our ladies of class to release stress. **Ladies of Class, Ayeyi Hammond and Christal Perdison**

This past common room was one of the favourite moments with the girls. During common room we take time out of the stressful week and come together as sisters to discuss various topics. Often, we discuss issues we have noticed throughout the week, give beauty/hygiene tips, or just play games. This past Friday, Davina and I planned a slumber party for the Catherine girls, and I am so thrilled to say it was a huge success. The event took a considerable amount of planning, but with the help of the Catherine Grade Representatives and the aspirants, everything went smoothly. Prior to the event, we asked each room to plan a performance to present at common room. I know I speak for everyone when

I say the Catherine girls are talented. There were so many amazing individuals that displayed their ability to dance, sing, and act. After the performances, some of the girls decided to share their most memorable days within the Catherine hostel and why they admire being a Catherinite. I believe that so much of what is best in us is bound up in our love for friends and family because it measures our loyalty. As a Catherine Hostel Executive, I truly live for the moments when everyone is filled with joy and chanting **Chelsea Bada (DP 2) POISE, FINESSE, DECORUM, CATHERINE!!!!!!**

- See below members of the winning rooms:





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

LANGUAGE ACQUISITION CORNER
MYP 4 REFLECTION
My future ambition (Mes futurs ambitions)

In this unit, **Ma Futur profession**, we were put into groups so that we could put everything we had learnt in the past weeks into practice. The activity that we were tasked to do was to make a poster about a future profession that we desire to pursue. Our group then decided to choose a plastic surgeon. We are inspired by the notion that this profession was very unique and has a strong impact on the world. The activity really enhanced our research and thinking skills. This is because we first had to research on the role of a plastic surgeon and think about the IB learner profile attribute that fits this profession the most. We chose Caring and Risk-taker as the best fit among the Learner Profile attributes. This was because the surgeons always think about other people's health and are concerned about how to solve their problems quickly. Risk-taker, because many plastic surgeons step out of their comfort zones to keep a patient's life in their hands, which is very risky. Indeed, this unit has really unlocked certain abilities within us. We are able to transfer these into other subjects.

Andrew Opuni, Masere Frimpong, Eliezer Anim-Somuah and George-Houtman Hagan



During our French class, we had a group project on our future ambitions. We were to write about the roles of a profession and our group chose the banking profession (Le Banquier). We then created a poster titled, “Le Banquier professional”. We made use of mainly one verb tense, “Le future proche”, (which is constructed by conjugating the verb “aller” as a helping verb in the present tense plus the infinitive of the main verb).

In a nutshell, I think these activities have enhanced my collaboration and thinking skills and I have learned to work together with reluctant individuals.

Selorm Essey

This unit was very exciting and involving because we had to collaborate with our group members and agree to one design idea for a poster which shows our future profession. The ATL skills we used in this unit included research and communication.

Samuel Boateng



In this unit I was able to form sentences in French in the future tense. It was fun because we collaborated and did group works about professions and we also learnt how to talk about other professions we wish to do. The ATL skills we used included research and communication.

Nana Akua Adjei Boadu

This unit has been interesting so far. I have learnt how to form sentences in French using *futur proche*.

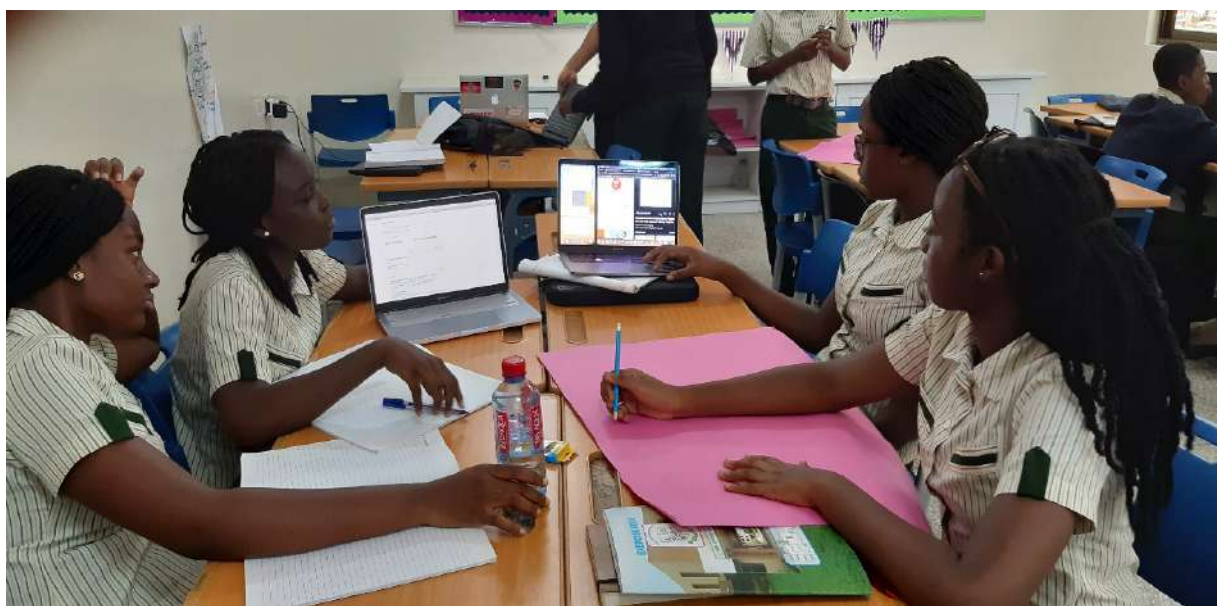
Emmanuella

From this unit we discussed our future aspirations or occupations. We had to apply the research and collaboration in order to complete tasks.

Jason Van-Tay

This unit has been very interesting because of tasks we were assigned and the people we interacted with. This unit helped me understand the different ways of saying sentences in the future tense and the different professions.

Daniel K.G. Martin Junior



This unit has been very helpful as it has made aware of several careers and how to talk about them in French. During the unit I was able to improve upon my communication skills. This was seen during our group work. We had to communicate different career paths on our poster. It also helped me to be more creative as I had to think of new and innovative ways to present my findings on the different careers paths.

Seyram



In this unit I learnt a lot I did not even imagine. My group members have been very collaborative. We mostly used our collaboration and communication skills as a group to discover findings for our project.

Godfred

This unit has been very insightful and interesting. I have been able to learn about many careers I didn't know about and how to speak about them in French. This unit had definitely improved my speaking and research skills. It has also opened my eyes to interesting career options.

Ama Andoh

In our current in French we learnt how to communicate about our future. This included careers and the things that we would like to do when we grow up. We were able to collaborate on a better level and communicate with each other.

Ohemaa



During this unit we studied some professions and the various works each person engages in. It helped us to know what we want to be in future and what the jobs basically entail. It improved our collaboration skills because we did most of our work in group. It was definitely an exciting unit.

Nana Achiaa Mansa Bonsu

This unit has helped me to improve my French vocabulary. I also learnt about other professions. This has helped me to be able to communicate with others, but not fluently.

Kelvin Komlah

In this unit, I have learnt a lot about the various kinds of professions, the future tense and their use. It has helped me to improve my vocabulary and also my knowledge in French.

Eugene Apegyi

This unit has really informed me about the various jobs in French and structure in which I have to conjugate it. It has even helped me improve my vocabulary.

Jason Boateng



For this unit, researching about “Les professions” has given me interest to research deeper into my future career. I learnt a few things I wasn’t aware of in French. For example, how to say I want to this or that...Through the use of the collaboration skills, I learnt about a chef and his duties. This unit was very helpful.

Jaden

This is the second unit we have treated this semester. It has been very interesting and amazing. During the unit I learnt how to say what I want to be in the future. I was also paired in a group which enhanced my collaboration and research skills. This unit has also helped me improve my grammar in French.

Emefa

TIS WINS THE 2019 WORLD GIS DAY INTER-SCHOOLS PROJECT COMPETITION

The Individuals and Societies Department honoured an invitation to celebrate this year's World Geographic Information Systems (GIS) Day. The program was organised by AccuGeospatial, an Esri Business Partner and hosted by SOSHGIC in Tema on Wednesday, 13 November 2019. The day was celebrated with the theme, GIS: An Essential Tool for Critical Thinking.

As part of the program, students from SOSHGIC and TIS were tasked to present one project each that seeks to address a critical developmental issue and also use relevant geospatial technology to communicate this issue. The methodology used was expected to be rigorous enough to demonstrate excellence and innovation in applying Geographic Information Science and Technology. Tema International School was proudly represented by two MYP5 Geography students, Elorm Godzi and Rudolf Dogbegah. They developed a project on the topic, *"Using ArcGIS to investigate the trends in the spatial distribution of the world's Mega Cities"*. Elorm and Rudolf were able to use the Web App Builder for ArcGIS to build a two-dimensional web app that illustrated how the global distribution of mega cities has changed over the past 60 years and also made some projection into the next 20 years. The project was reviewed by a panel of three distinguished judges with extensive working experience in the use of GIS technology. At the end of the contest, the Department is proud to inform the school community that the Tema International School team was declared the winner of the 2019 World GIS Day Inter-Schools Project Competition. Each presenter received an award of a smart mobile device that will help capture and edit GIS data. The presenter from each school also received a certificate and an ArcGIS 1-year student license for their personal use. In addition, Tema International School received a plaque for winning the competition. Congratulations to Elorm, Rudolf, and the supporting team. You did it and we are very proud of you!

The Individuals and Societies Department wish to express our heartfelt appreciation to ACCU Geospatial team for introducing our students to the use of Geographic information systems. We are particularly grateful to Stephen Afriyie, the Geo-mentor assigned to the TIS team. The MYP Geography class is grateful to the Principal of our dear school, Dr Ken Darvall, for granting us permission to participate in the celebration of the GIS day.

Dr. Michael Odame (MYP 5 Geography Teacher)

REFLECTIONS FROM THE WINNING PRESENTERS

We had a trip to SOS-HGIC to celebrate GIS (Geographical Information System) Day. Rudolph and I gave a presentation on a Web Map Application we had created. TIS ended up winning the competition against SOS-HGIC. The competition was an insightful experience for me. From this competition, I had the opportunity to improve my communication and self-management skills because we had to organise our presentation and Web Map Application within a very short period of time. We were given just about 72 hours to organise our project. From the presentation also given by others I also got to learn more about the GIS Day. *~Elorm Godzi*

To celebrate GIS Day there was an Inter-Schools' project for students to speak about an important topic and effectively use geospatial technology to analyse data. The project we chose was on urbanisation at the global scale. We looked in detailed how urbanisation is spreading over the years. We were able to achieve our goal of making Tema International School win the trophy. The TIS team was supported by Kelvin Ahiakpor, Richard Tetteh Agbemador and Araba Egei-Mensah. With the help of the knowledge acquired from the MYP Geography lessons, we were able to formulate a research question to guide us in our investigations.

Preparation for this event was quite a challenging task for me because we entered the competition at very short notice but we decided to take the risk to participate. This competition enhanced my public speaking skills, research ability and played a significant role in my development of a growth mindset because when the judges gave their opinions on our presentation I took it in good faith as a way of developing myself. *~Rudolf Dogbegah*





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



ALAMAU

African Leadership Academy Model African Union

SOUTH AFRICA

14 -23 March 2020



What is **ALAMAU**?

African Leadership Academy Model African Union (ALAMAU) is an annual conference for young leaders from across Africa and around the world, simulating the activities of the African Union.

Delegates in ALAMAU serve as representatives of various African governments on ten organs of the African Union, affording them the opportunity to study complex African issues, understand the positions of African countries, and learn to successfully negotiate without compromising national interests. By emulating the roles of State dignitaries and diplomats, ALAMAU aims to empower young leaders to model international cooperation for development while celebrating diversity.

Who is eligible to attend **ALAMAU**?

All students between **14 and 19** years of age

Registration

- Cost per delegate: USD 3200 (three thousand two hundred US dollars)
- A non-refundable commitment fee of USD 200 (two hundred US dollars) must be paid by 8 November, 2019.
- Full payment and final registration is due on 5 December, 2019.
- All payments should be made to the School Account/Account Office and the scanned payment advice slip emailed to: Kwame_d@tis.edu.gh

Enquiries:

For further enquiries, please contact:
Mr. Ben Darko, +233 (0)244110355
(kwame_d@tis.edu.gh)

ALAMAU ~Developing the next generation of African Leaders~

CAS-SA Corner

Ongoing Community Projects

As promised, the second batch of our ongoing community projects by MYP 3 cohorts has been discussed. Five different projects were introduced last week this week the remaining seven will be introduced. Please read below the many awesome actions students will take to make a difference or change the world one day at a time.



Where is our Land? This is an awareness initiative by Franklin Adu Baah and Dzifa Amewu. They are very passionate about geography and they believe the different human activities good or bad are constantly displacing the earth structure. In view of this, they intend to make an awareness video to educate and show how our actions have resulted in land pollution.

Ocean in a bottle This group is asking us to put ourselves in the place of the fish in the ocean. How would you feel if total strangers keep throwing rubbish in your home where you live and need to thrive? Imani Webb, Ninette Ativor and Kabukour Caesar are volunteering with *Plastic Punch Gh*, to undertake a number of beach cleanups. Their target is to draw the populace attention to the unfortunate situation of all the plastics and rubbish that end up in the sea from our homes. **Plastic Punch is an NGO** raising awareness on the dangers of plastics for the environment, humans and marine life, as well as finding sustainable waste management solutions.



skills that are entailed in football.

The Yomzies What do you think you can learn from football? Can we apply the rules and the structure of a football match to our daily lives? The Yomzies – Martin Ayisi, Ayomi Asante, and Oluteniore Olufore – are passionate *Fifa Game* players and they feel confident on the pitch too. They will share a friendly football match with their friends from Tema Ridge School and share with them the many values like teamwork, persistence, perseverance, confidence,



Fight Back: A laudable idea beaming from 14-YEAR OLDS. After a successful unit in PHE Taekwondo, this group is tackling the prevalence issue of Kidnapping in Ghana, especially girls. From the basic skills learnt, they will make a teaching video on how to fight back when you find yourself in a kidnapping situation. It will include how to save yourself from the grip of an attacker, how to run off to confuse your attacker, how to distract your attacker and how to fight or weaken your attacker. You don't want to miss this video when it is released.

Supervised by Mr. David Difie, watch out for the fight back team, Mamme Boah, Mawunyo Anatsui and Sherry-Anne Dzakuma.

The awareness campaign about Autism has started, and one of the main identified avenues to reach a wider audience is here, the TIS Bulletin! Enjoy a good read about Autism from the *We are Who We Are* Community Project Team.

Autism Awareness Project (G8)

We Are Who We Are



“We Are Who We Are” is a group of Grade 8 students whose Community Project is based on autism. For our community project, we will be raising awareness of autism by creating a website and we will also be helping a nearby autism home, Hopesetters Autism Centre, to acquire some basic necessities.

What do you know about autism? Autism also known as Autism Spectrum Disorder (ASD) is a disorder that makes it difficult for the affected person to communicate and socially interact. Autism develops in one's early

childhood and stays with them until death.

Autism is also called Autism Spectrum Disorder (ASD) because children or people in general with ASD have a range of different symptoms including communication problems, difficulty in keeping eye contact, learning challenges, abnormal facial expressions, delay in learning to speak, etc.

Per our research, the exact cause of autism is not known, but some minor issues are known and at the same time, other causes are suspected.



One main thing that has been established is that it has to do with the brain and its developmental challenges.

These are some things deemed as the causes of autism:

- Genetic mutations
- An immediate family member with autism
- Born to older parents
- Metabolic imbalances, etc.

Autistic children are not any different from us. Although they may have many challenges due to some biological factors, we do not have to mistreat them. When we, humans, see or notice something different from our set standards, the first thing we do is to attack, but this should not be the case with autism as it is a common occurrence in many homes and societies.

Therefore, we want to raise awareness of autism because it is not something to be afraid of. Autistic children need to be assisted and cared for. Therefore, we will also be giving aprons, cutlery, cups, plates, napkins and placemats to Hopesettlers Autistic Centre to make lunchtime more enjoyable for these kids. We also plead for you to help us share the word and also support us in our cause.

Thank you.

By: Dzidor Mc-Deh, Ethan Sunkwa Mills and Nana Aba Egyei-Mensah – G8-MYP3

Below are some photos of our trip to Hope settlers Autism Centre



#CAS



Elmonds is more than just a business, it is a mini school on its own. It helps you understand and learn how businesses in the real world are operated. We sold sausages, spring rolls and hibiscus drink. We also had Auntie Akua visiting to conduct interviews and have a look at how we run the business. It has improved math skills, and broadened my business and economical mindset. **David Safo, G10**

On Friday when we had the interactive session with the Y.E.P officials, I was able to get a deeper understanding of what the competition is all about. We also served before and after common room. This gave me a fair idea of what it's like in the business world and I got to discover little tips and tricks used that I think might be very beneficial to anyone who is looking at doing business.

This experience also helped me to learn how to work under a lot of pressure by trying to please the customers and attending to them on time and also I was able to collaborate with people I have never worked with before and this is a skill that I can take not just into the business world later on but currently in my classes where communication is key.

Joining ELMONDS is a big plus for me and I encourage anyone else interested in similar experiences to take up any opportunity like this one because it is not just an "ASA" as most people see it to be but it is a whole learning experience. **Marie-Marcella, G10**

Elmonds sold sausage, sobolo, yogurt and spring rolls. We started cooking after school and finished selling after common room. We had interviews being conducted on our roles in Elmonds and how being in Elmonds has helped us in our academic work. **Elorm Godzi, G10**





The purpose of
WORLD KINDNESS DAY
 is to highlight good deeds in the community
 because **KINDNESS** is the common thread
 that unites us all. **NOVEMBER 13**
<http://theworldkindnessmovement.org/>

What Kindness Means & What Act Of Kindness Did You Do Today?



I believe kindness is showing people you care about them with the way you treat them, talk or spend time with them. I helped a junior to iron his shirt. **Chimelum Moghalu, G11**

To me, kindness is going out of your way to make someone feel good/better about themselves. A kind thing I did today was console my friend after a difficult test. **Cheryl Kumah, G11**



Being considerate towards others. I went out of my way to help the pantry staff to clean the MPH after meals. **Sophia Dumakor Kitchen, Staff**

To me, kindness has to do with helping other people accomplish their goals. No matter how small or big. Kindness means to be loving and caring to your friends and family. I helped out my friend picking what to wear for prep (it's nothing much but its small thing that matter). **John Adenu-**

Mensah, G11.



Kindness Wins

CONTRACT



BE KIND ALWAYS



Before you post, ask yourself if what you're about to share is kind, necessary, and true

Consider your post's intent and think about other people's perspectives and feelings

GET PERMISSION BEFORE POSTING SOMETHING THAT ISN'T YOURS. IF YOU DON'T FEEL COMFORTABLE ASKING, FIGURE OUT WHY THAT IS BEFORE YOU POST IT

• PRACTICE THE WORDS YOU'LL SAY TO STAND UP AGAINST UNKIND ONLINE ACTIONS

The way you present yourself online should mirror the way you present yourself in person

Use your "like" currency kindly
Drop love bombs whenever possible

NO BODY TALK 📷 NO BODY PHOTOS

DEBATE ISSUES NOT PEOPLE

Post as if everyone is watching

IF YOU WOULDN'T POST SOMETHING WITH YOUR NAME ATTACHED TO IT, THEN DON'T POST IT AT ALL

REMEMBER THAT NOT EVERYTHING NEEDS TO BE POSTED 💡

BE KIND



#CAS Project



Sickle Cell Awareness Initiative

It was very informative and insightful. Kudos to Malaika for a good job done.
Nana Yaw, Music Instructor

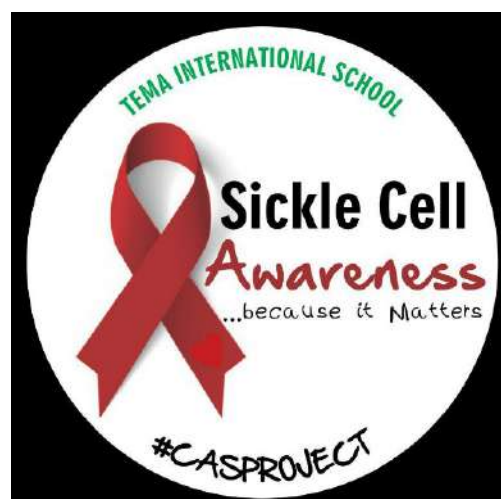
The presentation was good. It is an eye opener for the students to prepare them for the future. **Mr. Amoah, Music Instructor**

The presentation by Dr. Ohene Frempong

was very educational. Prior to this presentation, I had never received such a detailed look into sickle cell disease and what it entails, even though I do Biology HL. I was also happy to hear that scientists have discovered a means of curing SCD. I appreciated the presentation and was glad that other people could be educated as well. **Malaika Webb, Grade 12 Initiator of TIS SCAI**

Yesterday's assembly was insightful. I really enjoyed it as I got to learn more about a common disease that is around. I am really grateful for the opportunity to learn about the Biology of the disease and I am glad we had the assembly. **Araba Egyei-Mensah, G10**

I thoroughly enjoyed the talk about sickle cell and it has helped me revise for the upcoming exams. It provided a lot of insight on what sickle cell entailed and I am confident that it will come in handy in medical school. **Akua and Selali G12**



I really enjoyed the presentation on sickle cell disease. It gave me an in depth understanding of what it is and cleared all my misconceptions. I also learnt so many new things and I am glad we had it. Congrats to Malaika for a job well done. **Adeline Adjei G10**



Order your MOA T. Shirt – GHC 50.00 – Contact Ms. Abigail at the CASSA office



Coming soon: Limited edition of TIS adaptation of **The Marriage of Anansewa** DVD and Flash drive. Place your order now. Send your order to TIS WhatsApp number: +233 503849799



Fast & Furious week at TIS





TEMA INTERNATIONAL SCHOOL



Christmas

CONCERT

A night of joy

SUNDAY, 8 DECEMBER, 2019
TIS MAIN CAMPUS (MPH)
6:30PM

SPECIAL PERFORMANCES:
TIS PRIMARY SCHOOL
TIS CHOIR

Growth Mind Set Corner



TEMA INTERNATIONAL SCHOOL

SOCIAL MEDIA Follow Us

@tema_international_school

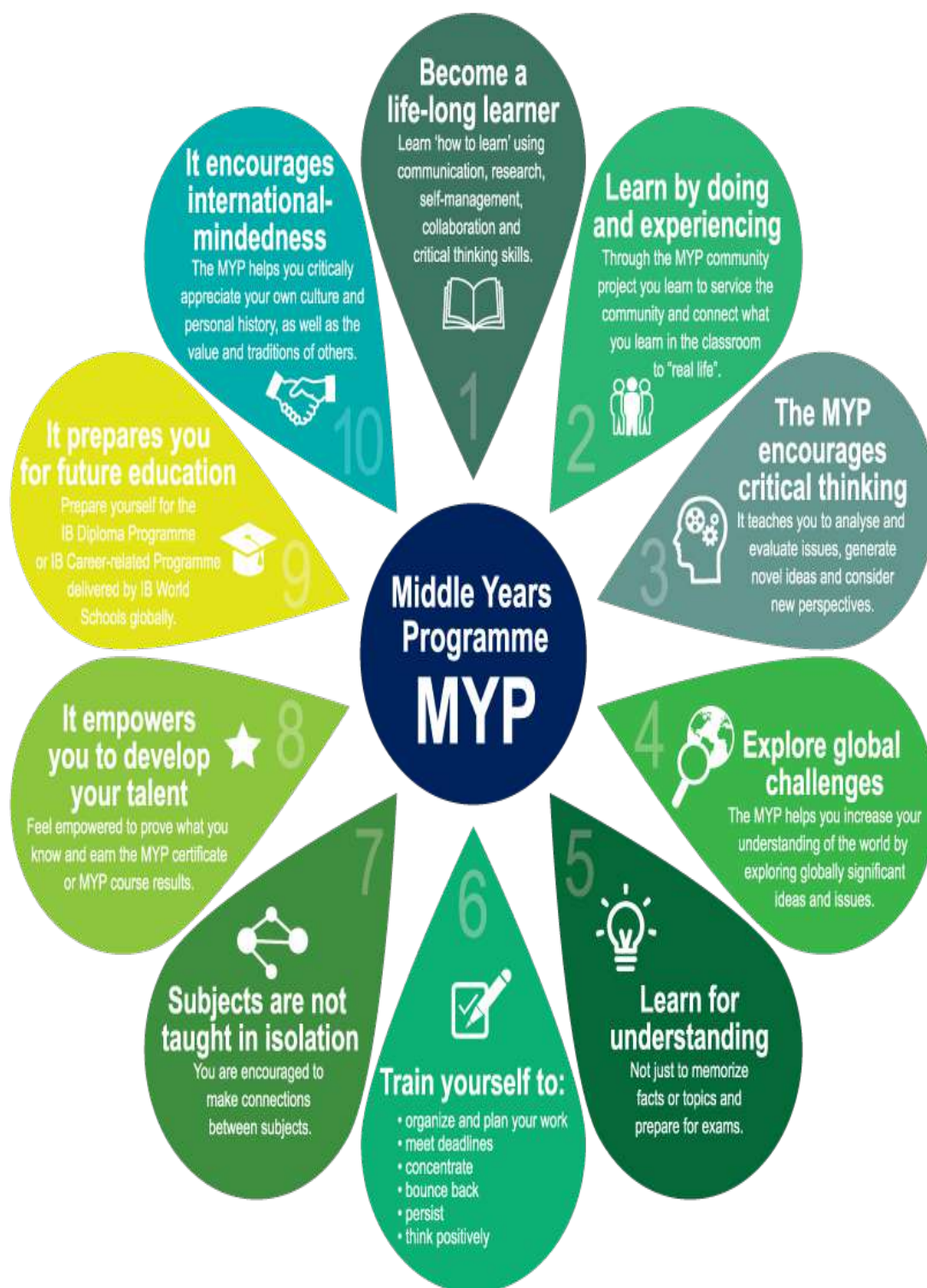
@TISGhana @CAS_Coordinator

@TISGhana

Tema International School

0503849799

www.tis.edu.gh





UNDER THE DISTINGUISH PATRONAGE OF
H. E. NANA ADDO DANKWA AKUFO-ADDU, PRESIDENT OF THE REPUBLIC OF GHANA
THE BOARD OF TRUSTEES OF HEAD OF STATE AWARDS SCHEME - GHANA

PRESENTS

2019 GOLD AWARD PRESENTATION

THEME:

**ENHANCING YOUTH EMPLOYABILITY THROUGH
NON - FORMAL EDUCATION.**

FRIDAY, 13TH DECEMBER, 2019 | 2:00PM | JUBILEE HOUSE, ACCRA

FOR SPONSORSHIP, CONTACT : 0243150698/0249409193

THIS EVENT IS STRICTLY BY INVITATION



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

COUNSELLOR'S CORNER



Got so much to read with so little time? Why wait to the eleventh hour? Exams are meant to assess your learning. Relax and take it one step at a time. Studies starts **NOW!**

All the best to MYP5s, DP1s and DP2s in your end of semester exams! You've got this!

DP2 UNIVERSITY APPLICATION SUBMISSION DEADLINES COMING UP & OTHER IMPORTANT REMINDERS...

- Want to grab juicy university offers and receive priority considerations? Remember you must aim to submit all your university applications in **November!** You can always forward your updated December test scores to your universities once they become available or consider selecting them on the registration form to have your scores forwarded once released. **Note: You can send your SAT/ACT test scores to 4 universities for free if you add them on your registration form, or within a week of testing.**
- The next best time to submit your application is **now!** DP2s, own the process and keep track of all university application deadlines so you do not miss any of them. Getting it done now frees you to prepare for your DP end of semester exams.
- Financial Aid applications (CSS, FAFSA, ISFAA, COF) et cetera, must be submitted by the Financial Aid priority deadlines for each of your schools. **DO NOT BE LATE FOR FREE MONEY!** Especially, if you really need it.
- **DP2s, applying to any Canadian Universities?** You should have submitted the application by now. **19 November 2019** was the deadline to click "pay and send" to submit UK applications. **20 December 2019** is the recommended deadline for submitting U.S. university applications. Ensure you apply early for priority consideration.

- Applications to all University of California (UC) schools opened on 1 November 2019, and it requires you to write 4 essays. **UC Berkeley, UCLA, UC Davis and all other UC schools - application deadline is 28 November.** You should click submit this week!
- **Reporting SAT/ACT test scores:** Also remember that the university application deadlines apply to your SAT and ACT test scores too. Not submitting your SAT or ACT scores by the university's deadlines renders your application incomplete. Your test scores must get to the university by the application deadline of the university. So ensure you make the payment on your College Board or ACT Inc. account with a credit/visa card for your test scores to be forwarded directly to your universities. Remember, not all universities accept rush score reporting.

REMINDER: UPDATED DP2 UNIVERSITY APPLICATION TIMELINES 2019-2020

Canadian University application submissions (OUAC & non-OUAC),	Friday, 15 November 2019
Regular UK (UCAS) Application- students' final submissions	Tuesday, 19 November 2019
All Regular USA applications must be submitted	Wednesday, 20 November 2019
Regular USA Financial Aid Submission to universities (ISFAA, COF, CSS Profile, FAFSA etc.)	Thursday, 21 November 2019
Ghanaian University Applications; purchasing of application forms/scratch cards to submit to counsellors	Friday, 24 January 2020
Ghanaian University applications: final online submission to universities by students	Friday, 21 February 2020
DP2 Parents one-on-one meeting with counsellors to discuss Financial Aid Application Process	14 October - 8 November 2019

Important note- DP2s: DP2s, please note that TIS will be closing for the Christmas holidays on 13 December 2019. The **Office of the Career and College Guidance & Counseling** will also be closed and the College Guides will be away for the Christmas Break from 14 December 2019 and will resume on 9 January 2020. **We, therefore, encourage all DP2 students to complete any pending university application tasks by the prescribed timelines which we shared with you during the first few weeks of this semester - and be done before end of November.** This will allow the College Guides ample time to submit all school documents to your universities, such as transcripts, predicted/anticipated grades, recommendations, postage of documents, as well as give you feedback on your essays, personal statements among others, before leaving for the break. Mid-Year Reports will be ready in January 2020 and will be forwarded to your universities when we resume in January.

Lesson Plan Grade:9 Working With Teachers

As an essential part of the learning process, respect matters in all facets of life.

Respect means:

Remember basic kindness

Encourage others

Stand fire in your convictions
Play fair and smart
Extend a helping hand
Cause no harm
Think before you speak

Find below, some of the work on respect, presented by a couple of our grade 9 students:

Thomas Seli Awumee.

Grade 9

Working With Your Teachers

1) Approaching him/her when you need assistance, Behave in class,
When you see the teacher you greet.

a) Be kind

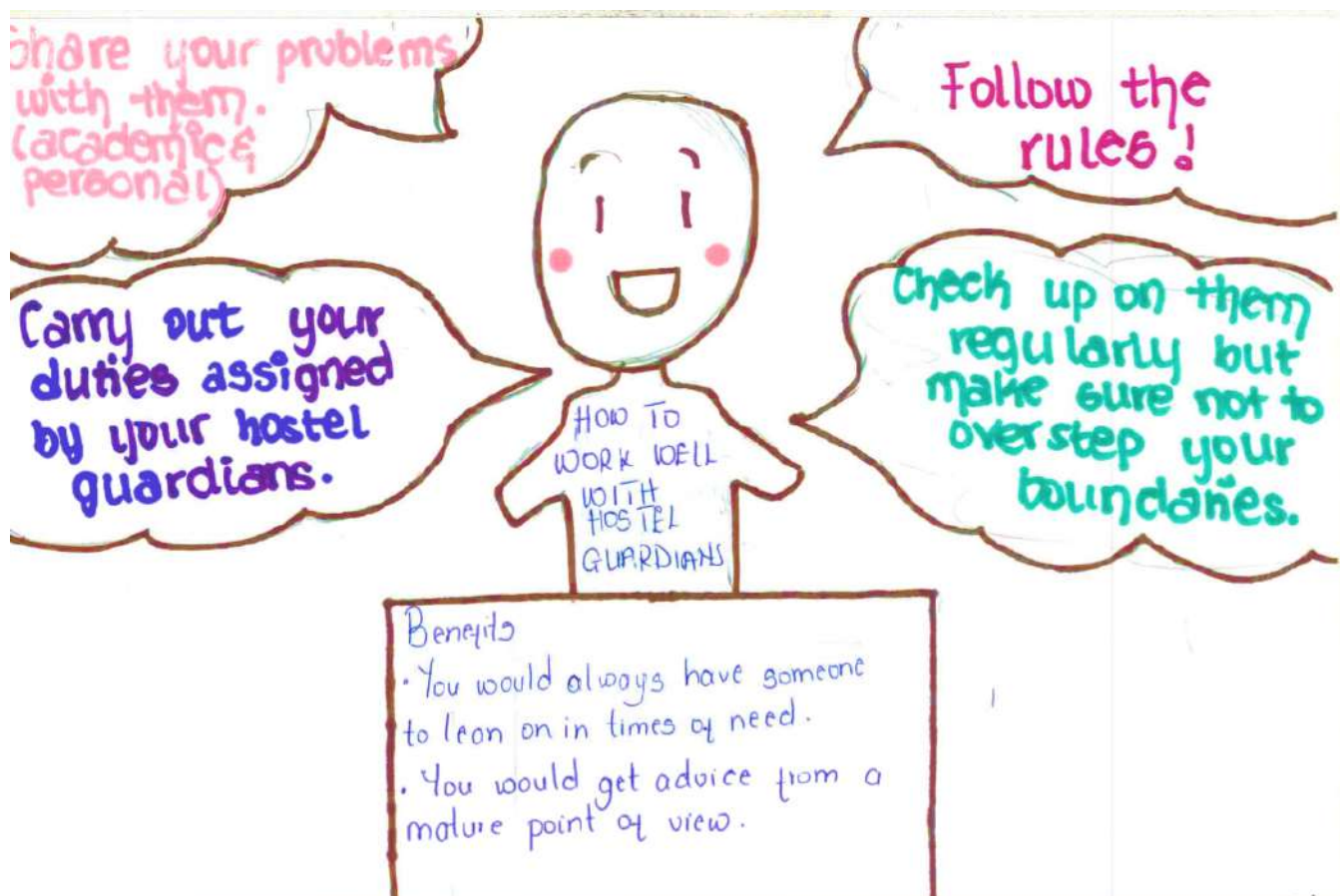
b) Be Respectful in his/her class and to the teacher

c) Be attentive in the teachers class

a) Well spoken

b) Become Comfortable around the person

c) When you don't understand something the teacher would relate to you better or relate to you better.



We were in your area



Month	University/Institution	Date	Time	Venue
Nov.	Luis University, Italy	6 November 2019	1:30 pm	TIS Learning Centre
	University of British Columbia (UBC), Canada	11 November 2019	2:15 pm	Einstein Exam Hall
	University of Guelph, Canada	12 November 2019	1:30 pm	TIS Learning Centre
	Lafayette College, USA	13 November 2019	1:30 pm	TIS Learning Centre
	Savannah College of Art & Design (SCAD), USA- Workshop	14 November 2019	4:30-5:30pm	Einstein Exam Hall
	University of Warwick, UK	27 November 2019	1:30pm	TIS Learning Centre

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

SCAD UNIVERSITY Visit: We were so thrilled last week to have Mr. Robert Nelson, Admissions Manager from Savannah College of Arts and Design (SCAD) - USA, visit us to meet and interact with students from Grades 8-12 studying Arts & Design or interested in Creative Careers.





At SCAD, with more than 100 degree programmes across four global locations in Atlanta, Hong Kong, Lacoste, Savannah, SCAD offers a wide range of opportunities to fulfil your lifetime career in architecture, interior design, graphic design, animation, film, fashion design, and many other creative careers. Follow us in the next bulletin for more information and students reflections. At SCAD, you turn your passion into your profession! Explore opportunities at [SCAD.EDU/APPLY](https://www.scad.edu/apply)



SUMMER PROGRAMMES- 2020!!!

Summer programmes are great opportunities for students to use their summers meaningfully, to learn, to connect with others, gain some useful knowledge and skills, explore universities, and engage in experiential learning. Most summer programmes are open to MYP5 (Grade 10) and DP1 students only! The ones listed below are popular ones that have come up, however, students and parents are free to inform us (College Guides) about any other summer programmes you would like your son/daughter to apply to. Sign up with the TIS College Guides, by emailing: eyram.mahoney@tis.edu.gh and register now.

Parental Approval is required before starting/completing a summer programme application. Deadline for signing up for a summer programme: Extended to Monday 2 December 2019.

- **Yale Summer Programmes (YYAS & YYGS).**

Note: the Yale Young African Scholars (YYAS), programme is often held in 3 venues across Africa (including Ghana - TIS campus), whereas the Yale Young Global Scholars Programme (YYGS), is held at Yale University, USA. TIS alumni have participated in both programmes over the last couple of years and it has been a phenomenal learning experience for them!

Yale University

Yale Young African Scholars

YYAS PROGRAMME:

Find out more here: <https://africanscholars.yale.edu/overview>



Yale



Young African Scholars Program



YYAS is an intensive academic and enrichment program designed for African secondary school students who plan to pursue tertiary education and wish to make a meaningful impact as young leaders. There are no tuition, meal, or lodging costs.

Eligibility

Applicants must be citizens or permanent residents of an African country and currently be attending a secondary school in Africa with one semester to one year of school left after YYAS. A typical participant is between 14 and 18 year old.






Requirements

1. Completed Online Application Form
2. Official Transcript or Grade Report
3. One Teacher Recommendation

Deadline is 12 February 2020
@ 11:59pm EST



Student Profile

YYAS is looking for students with excellent academic records, demonstrated leadership potential, and strong written and verbal communication skills. Participants must be able to read, analyze, and converse in English. Preference is given to high-achieving, low-income ("HAIL") students who do not have university guidance in their schools or communities.

2020 Sessions & Dates

GHANA: 26 July - 02 August
KENYA: 08 August - 15 August
ZIMBABWE: 19 August - 26 August

africanscholars.yale.edu | african.scholars@yale.edu







What's the difference between YYAS and YYGS?...

The Yale Young African Scholars Program was created as an extension of the Yale Young Global Scholars Program (YYGS) structure. Whereas YYGS takes place on Yale's campus in New Haven, Connecticut, and is open to students from around the world, the Yale Young African Scholars Program takes place in Africa and is only open to students who are citizens or permanent residents of an African country AND who are currently enrolled in secondary school (i.e. high school) on the African continent. Like YYGS, YYAS is an academic enrichment program, but ours also includes a significant emphasis on university guidance. More information about the Yale Young Global Scholars Program can be found at <http://globalscholars.yale.edu/>.

COST: YYAS is free, but YYGS requires payment of tuition fees to participate. YYGS-Yale campus Program tuition for one, 2-week session is **\$6,300 USD**, which includes instruction, housing on one of Yale's historic residential colleges in New Haven, three meals per day, and optional health insurance. Travel costs are not included in program tuition.

Scholarships: **For more information on scholarships and need-based financial aid applications and deadlines for YYGS (Yale campus, USA), please visit:**

<https://globalscholars.yale.edu/tuition/scholarships>

YALE YOUNG GLOBAL SCHOLARS PROGRAMME (YYGS):

Yale Young Global Scholars emphasizes an open, exploratory, and collaborative approach to learning. Our program is designed to allow students to experience learning in a variety of different university contexts, from large lectures to small seminars, and even the spontaneous learning that happens in dining halls and around campus.

- **With no grades or course credit**, YYGS encourages students to approach all aspects of the program creatively with the understanding that they set their own limits. Students receive an electronic certificate of completion at the end of the session.
- **The diverse and inclusive community** at YYGS enhances learning by inviting students to analyze issues from multiple perspectives. Living and learning alongside peers from around the world allows students to broaden their own world views by learning about countries and cultures they have never encountered before.
- **Living in Yale's residential college** gives students a taste of life at Yale University. Participants explore Yale's campus and the surrounding area during their down time.

Core Curriculum

The Core Curriculum ties together all YYGS sessions and is the foundation of the academic program at YYGS. Students work with a different group of peers within different learning contexts, which allows for a wide range of peer-to-peer interaction within each session. These learning contexts include:

- **YYGS Programmes students can choose from:**

[Applied Science & Engineering](#)

[Biological & Biomedical Science](#)

[Literature, Philosophy, & Culture](#)

[Politics, Law, & Economics](#)

[Solving Global Challenges](#)

- **University of Miami Summer Programme**



The **Summer Scholars Program** provides international students with the opportunity to study in the United States and experience college life on an American campus. While participation in the Summer Scholars Program does not guarantee admission to a college or university, the successful completion of a pre-college program demonstrates the student's potential to study in English at the university level.

Summer Scholars: Three-Week, Credit Program Eligibility:

Individuals should be self-motivated and prepared to study an academic discipline in a rigorous scholarly program, while earning college credit.

- Completed sophomore (10th) or junior (11th) year of high school
- Grade point average of at least 3.0 (based on a 4.0 scale)
- Teacher recommendation
- Guidance counselor recommendation
- Official high school transcript(s)
- Personal essays
- **International Applicants** are required to send the following additional documents to the SSP office:
 - Official TOEFL or IELTS score – If your native language is not English
 - Copy of the ID page of your passport
- **Student Visa:** An F-1 student visa is required for non-U.S. citizens applying to the Three-Week Credit Program. The following additional documents are required with your application:
 - Copy of your student visa – If you are already studying in the U.S.
 - Bank Sponsorship Letter

Tuition and Fees 2020*

Summer Scholars Three-Week Credit Program

Residential Program: \$8,490 (tuition \$6,300 + program fees \$2,190)

For more information, and to apply, visit:

<https://ssp.dcie.miami.edu/apply-now/international-applicants/index.html>

There are two programmes to choose from:



Three-Weeks, Credit

Saturday, July 4 - Friday, July 24, 2020

Completed 10th or 11th Grade

Architecture • Business • Cyber
Security • Digital Media •
Engineering • Filmmaking •
Forensic Investigation •
Healthcare • Infectious
Diseases • Interactive Media •
International Relations • Law •
Marketing • Marine Mammals •
Music Therapy • Neuroscience •
Programming • Psychiatry •
Shark Ecology • Sport
Administration • Sports
Medicine • Tropical Marine
Biology

Two-Weeks, Non-Credit

Saturday, July 4 - Friday, July 17, 2020

Completed 9th, 10th or 11th Grade

Business & Entrepreneurship •
Shark Research & Conservation
[More Information >](#)

More information here: <https://ssp.dcie.miami.edu/program-information/academic-landing/index.html>

- **York University Summer Programme:**

2020 Educational Summer Camp (ESC) at York University in Toronto, Canada

**2020 Educational
Summer Camp**





- **An exciting three weeks' Summer Programme @ York University, Canada**
- **Date: 5th to 26th of July 2020**
- **Fee: \$3,000 excluding airfare**
- **Application deadline: November 30, 2019**
- **Application forms can be picked up from TIS College Guidance Office**
- **Enquiries? Contact organizer: Dr. Solomon Boakye Yiadom...**

Solomon Boakye-Yiadom, PhD, P.Eng. sboakyey@yorku.ca Email: (Assistant Professor, York University, Department of Mechanical Engineering, Phone: +1 (416) 736 2100 ext. 44199)

WHY CHOOSE THIS?





This Educational Summer Camp (ESC) at York University in Toronto offers a unique experience and an inclusive environment for high school students. This camp will practically engage the participants including the use of state-of-the-Art facilities to explore the different programs in Science, Technology, Engineering, Arts, Mathematics, Business and Entrepreneurship (STEAM-BE). This will help participants to gain experience in the different careers in STEAM-BE. Certificate of participation will be given to all participants who complete the full program which is an A+ for applying to universities outside Ghana. In addition, different projects will be undertaken which will help you develop your project management, entrepreneurial and leadership skills. Also, workshops will be held on weekly basis by experienced facilitators in University and scholarship applications, presentation skills and career development. York University is a public research university in Toronto, Ontario, Canada. It is Canada's 3rd-largest university, and it has approximately 55,700 students, 7,000 faculty and staff, and over 300,000 alumni worldwide.

2020 Educational Summer Camp

York University-Toronto, Canada

ACCOMMODATION FACILITY

Special feature at the York University summer camp!- participants get to visit top universities in the Ontario area, Canada.

- **Oxford Scholastica Summer Programme, UK (Subject-based programme)**



#myscholasticasummer



EXPERIENCE OXFORD WITH OUR **2020 OXFORD SUMMER SCHOOL**

“Based in the famous university city of Oxford, our summer courses aim to provide students from countries around the world with the opportunity to explore the subjects they think they might want to study further at university, and help them discover their future career.

We aim to balance important academic advancement with a range of cultural activities, day trips and unique experiences. Students study on the Oxford University campus, and are taught by outstanding tutors, many of whom teach at leading UK universities, including Oxford and Cambridge. We believe learning should be interactive and fun.”

Oxford Summer Courses: At the Oxford Scholastica Academy, they offer a range of summer courses for teenagers aged 12-14, and young adults aged 15-18. They also offer both two and four-week courses throughout July and August. Courses range from Business, Law, Computer Science, to Literature, Engineering and many more.

Discover your options here: <https://www.oxfordscholastica.com/summer-courses/>

To Learn More, Visit: <https://www.oxfordscholastica.com/about-us/>

Oxford Scholastica fees:

£4,795 for two weeks, £9,290 for 4 weeks. For more on specific dates and prices and to book, visit: <https://www.oxfordscholastica.com/dates-price/>

- **SCAD PRE-COLLEGE SUMMER PROGRAMMES- UNIVERSITY FOR CREATIVE CAREERS!**

Visit: <https://www.scad.edu/academics/pre-college-summer-programs>

SCAD summer programme fees:



Pre-college summer programs

- **Pre-college summer programs**

[SCAD Rising Star](#)

[SCAD Summer Seminars](#)

Pre-college summer programs

This summer, explore new avenues of artistic development and spark your imagination at The University for Creative Careers. SCAD offers summer programs for high school students of all ages to pursue art and design disciplines while working alongside peers from all over the world. With exceptional buildings, extensive equipment and inspirational settings, SCAD summer programs offer ideal opportunities for artists at all levels to create, learn and grow.



SCAD Rising Star

Incoming high school seniors ready for a college experience benefit from the challenging and exciting atmosphere of SCAD Rising Star. Enrolling in two college-level classes and building professional portfolios, SCAD Rising Star participants benefit from all of the perks of being a SCAD student — from the vast creative environments to the renowned faculty.

SCAD Rising Star tuition and scholarships

Fees (Atlanta, Hong Kong, Savannah)

Application fee (nonrefundable)

US\$50

Program fee (nonrefundable)

US\$250

Tuition	US\$4,600
Housing and meals (residential only)	US\$1,400
Total (residential)	US\$6,300

Additional fees may include supplies and materials.

SCAD Summer Seminars fees and scholarships

Registration and program fees

Registration fee: US\$50 (per session/location)

Off-campus student fee: US\$1,400 (includes lunch)

On-campus student fee: US\$1,700 (includes housing and all meals)

These fees include workshops, supplies and social activities, plus indicated meals and housing. Additional fees may include bed and bath linens. Students interested in attending multiple sessions and locations will be charged a US\$50 fee per location and session.

- **GLOBAL YOUNG LEADERS CONFERENCE (GYLC)**
<https://www.envisionexperience.com/explore-our-programs/global-young-leaders-conference>





About the Global Young Leaders Conference

World Experiences for 21st Century Leaders

Set yourself apart in today's globally competitive world. At the **Global Young Leaders Conference (GYLC)**, you will be inspired to expand your horizons by fully exploring cultural differences, gaining firsthand exposure to the challenges of international diplomacy, developing your passion for international affairs while exploring a future career, and gaining a fresh, new global perspective.

This 10-day leadership journey provides an out-of-classroom learning experience and rigorous curriculum that equips students from all 50 United States and more than 145 countries with the confidence, independence, skills, and global competitiveness required of the next generation of leaders.

At GYLC, you will develop into a true global citizen, acquire in-demand leadership skills, and get the travel experience of a lifetime — all in just 10 days. You will have the opportunity to visit international embassies, participate in Global Issues workshops — during which leading authorities present various 21st century challenges impacting our world — and hone the communication, decision-making, and negotiation skills you need to be a 21st century world leader.



2020 DATES AND TUITION:

CITY	LOCATION	DATES	ADD-ONS	TUITION
Washington, DC & New York, NY	Sheraton Pentagon City Hotel in Arlington, VA & St. John's University in New York City	June 30 – July 9 July 14 – 23	Mason College Credit Pre- and Post-Program Extensions	\$3,095

Tuition includes room & board, site visits & transportation during the program, lectures, simulations, curriculum & materials, and faculty & staff.

❖ EXCITING NEW MOOTING EVENT FOR DP1 AND DP2 ASPIRING LAWYERS!!!

International School Mooting Training Program & Competition

We have received an invitation from GIS, for **10** Tema International School students to participate in an **International School Mooting Training program** organised by Ghana International School, in collaboration with the University of Dundee, UK. This is in preparation for the **International School Mooting Competition to be held in February 2020** (Date is yet to be confirmed).

This is a **fully funded training program** for students in their final year (12th Grade) and the year before their final year (11th Grade) for students planning to study law, pre law or are considering a legal career. Students may come in as individuals or as a group.

The details are as follows:

Date: Saturday, 14 December 2019
Time: 12:00pm to 1:00pm
Venue: Ghana International School, Film Room

Interested students should please email eunice.aryee@tis.edu.gh or sign up at the College Guidance office. The first 10 students to sign up will be allowed to participate.

Also please note that since students will be on break on 14 December, parents would be responsible for conveying their wards to and from GIS on the day of the event - 14 December.



2019-2020 TEST DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
5 Oct. 2019	29 Aug. 2019
7 Dec. 2019	8 Nov. 2019** (Global deadline)
14 March 2020**	23 January 2020
2 May 2020	5 March 2020

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

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

Please come along with your valid unexpired passport!

December test takers, please submit your passport to Ms. Constance Quaye and email your admission tickets to eyram.mahoney@tis.edu.gh by Tuesday, 26 November 2019.

SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)

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



For all standardized aptitude tests, test takers please come along with your valid unexpired passport as the only form of identification! Photocopies are not acceptable.

- **Number 2 pencils (buy from the Tuckshop), approved calculator, eraser, sharpener for the SAT test on Saturday- 7 December 2019, and ACT 14 December 2019. There will be early breakfast at 6:50am that day and Reporting time for the exam - 7:15am- Venue: Project Centre**


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

TEST DATES	REGISTRATION AND PAYMENT DEADLINE
14 Sept. 2019	23 Aug. 2019
12 Oct. 2019	5 Sept. 2019
14 Dec. 2019	15 Nov. 2019
4 April 2020	27 Feb. 2020

Please come along with your valid unexpired passport!

ACT Registration Fees (Online payments only: Visit 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.**

ACT DECEMBER DEADLINE coming up. DP1s especially are encouraged to sign up for the December ACT exam this year! Aim to complete registration right away!

Can you feel the breeze? Christmas is just around the corner!



Oh, what a roller coaster semester but we are almost at our destination!

We are delighted that we get to support our DP2 students on their journey to the university.

Excellent offers await you DP2s, so finish hard!!!

Ayekoo to all for a good job done!

Watch out for bragging rights and university offers soon!



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

immerse
EDUCATION

**Win a 100% scholarship
to the award-winning
Cambridge Summer School**

Open to students aged 13-18 years old

Deadline: 20th January 2020

www.immerse.education/essay-competition



SCAN ME!

FOR FURTHER INFORMATION, VISIT WWW.IMMERSE.EDUCATION/ESSAY-COMPETITION/

