

Group 1: Language & Literature

English, French, and Malagasy - See Language Policy for student placement

Language and literature in the MYP provides students with linguistic, analytical, and communicative skills that can be used to create interdisciplinary understanding across all subject areas. Students' interaction with selected texts can provide insight into moral, social, economic, political, cultural, and environmental concerns, and so contributes to the development of opinion-forming, decision-making, and ethical-reasoning abilities, as well as further developing IB learner attributes.

The aims of MYP language and literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts

Group 2: Language Acquisition

French, Malagasy, and Spanish - See Language Policy for student placement

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning. The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.

The aims of the teaching and learning of MYP language acquisition are to:

- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes

Group 3: Individuals & Societies

Integrated Humanities

MYP Individuals and Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

The aims of MYP individuals and societies are to encourage and enable students to:

- act as responsible citizens of local and global communities
- understand the interactions and interdependence of individuals, societies and the environment
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

Group 4: Sciences

Integrated Sciences, Physics, Biology, and Chemistry

MYP sciences aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. These courses foster critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students learn to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities. MYP Sciences also enables students to access, use and communicate scientific knowledge correctly and confidently in oral, written and visual modes.

The aims of MYP sciences are to encourage and enable students to:

- understand and appreciate science and its implications
- cultivate analytical, inquiring and flexible minds that pose questions, solve problems, construct explanations and judge arguments
- develop skills to design and perform investigations, evaluate evidence and reach conclusions

Group 5: Mathematics

Mathematics

MYP mathematics promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships. It promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school.

The aims of MYP mathematics are to encourage and enable students to:

- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives

Group 6: Arts

Music, Visual Arts, Theatre

The MYP values the process of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. Students are encouraged and enabled to take creative risks and explore ideas in the process and the creation of the artwork/ performance through both conventional and unconventional approaches. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work. The arts in MYP stimulate young imaginations, challenge perceptions and develop creative and analytical skills.

The aims of MYP arts are to encourage and enable students to:

- explore the arts across time, cultures and contexts
- express ideas creatively
- reflect on their own development as young artists.

Group 7: Physical & Health Education

Physical & Health Education

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. To this end, physical and health education courses foster the development of knowledge, skills

and attitudes that will contribute to a student's balanced and healthy lifestyle. Through opportunities for active learning, courses in this subject group embody and promote the holistic nature of well-being. Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- achieve and maintain a healthy lifestyle
- build positive relationships and demonstrate social responsibility

Group 8: Design

Design

MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action. Inquiry and problem-solving are at the heart of the subject, enabling students to develop not only practical skills but also strategies for creative and critical thinking. MYP Design students become actively involved in, and to focus on, the whole design process rather than on the final product/solution.

The aims of MYP design are to encourage and enable students to:

- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- develop an appreciation of the impact of design innovations for life, global society and environments
- develop respect for others' viewpoints and appreciate alternative solutions to problems

Service as Action (SA)

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. MYP Service as Action helps students develop their personal understanding, their emerging sense of self and their developmentally appropriate responsibility in their community. At ASA students engage in Service as Action both through authentic connections in the curriculum and as part of our Service Learning program.

Through their engagement with MYP Service as Action, students should:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

Personal Project

The MYP Personal Project provides an opportunity for students to undertake an independent and age- appropriate exploration into an area of personal interest. Through the process of inquiry, action and reflection, students are encouraged to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners. At ASA all grade 10 students complete the personal project.

The personal project is an opportunity for students to:

- Inquire
 - explore an interest that is personally meaningful
 - take ownership of their learning by undertaking a self-directed inquiry
- Act
 - transfer and apply skills in pursuit of a learning goal and the creation of a product
- reflect
 - recognize and evidence personal growth and development.