This Program Catalog offers an overview of the requirements and opportunities for the 2016-2017 academic year. Students should read the course descriptions and choose courses that will challenge and inspire them; in addition, they should consider the program opportunities in clubs, athletics, theater, and other co-curricular offerings as they design a program for the coming year that is balanced, ambitious, and manageable. As students register for courses, they should consult with the Director of College & Career Counseling, Learning Hub Advisors, Career Coaches and their parents/guardians. Course selections will be made electronically in our student information system, PowerSchool during Learning Hub Advisory.

Courses and other aspects of program may be cancelled or changed prior to the Fall of 2016 pending enrollment, staffing, and scheduling.

**GRADUATION REQUIREMENTS**

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<th>Course</th>
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Total Minimum: 32 credits

Graduation from Holy Family Academy is contingent on fulfilling all academic, college application and service retreat requirements.
OVERVIEW

Program Philosophy
We are an innovative independent Catholic high school providing students of all faiths with college and career readiness so they may pursue both a traditional 4-year college pathway or transition to another form of post-secondary training or directly to career. Our teachers combine blended, active, and project-based learning to ignite creativity. A rigorous and innovative curriculum is made possible by an experienced faculty, small classes and community-based academic partners. Science, technology, engineering and math combine with art, religion and design to advance critical thinking and problem solving skills. Classrooms are equipped with modern technology, and all students receive computing devices for home use. Academic coaching is available. Learning through service to others is also part of our philosophy. Holy Family Academy students are taught to find the root cause of injustice in order to create measurable and positive outcomes.

Honors Option
Students who demonstrate mastery of the concepts in the first semester have the option of applying for honors designation in the second semester. Honors eligibility is determined based on grades to date and assessment of the student’s work in the course. In conjunction with supplemental work, those who pursue the honors option also complete a project featuring research, lab work, and a formal presentation of findings before a panel of experts.

ePortfolio
All students will produce an eportfolio as a graduation and grade-level requirement. With the guidance of their learning hub advisor, students will select work from each of their courses for submission to their eportfolio. More than just a catalog of learning artifacts, your eportfolio is a living document. When you put an essay, a report, or a photo of your work in your portfolio, you will also write a reflection of how those projects/pieces of work affected you, how they related to each other, or how they helped you meet learning outcomes. Additionally, eportfolios are a great way for us to know how well our students are meeting learning outcomes essential to career and personal success. Because you can share your eportfolio with whomever you choose, it is also an exciting way for you to “show off” to the rest of the world. Your eportfolio will help you step ahead with your education by providing a venue to reflect upon and share your best work. Detailed eportfolio requirements will be given out at the beginning of the year in each Learning Hub.

Learning Hub
Holy Family Academy students all participate in Learning Hub, our advisory program that meets three days a week and focuses on supporting our students’ social and emotional wellness and growth. Students learn their “Top 5” Gallup Strengths, about building character and perseverance and build other skills critical for success like technology literacy, collaboration and leadership. Our advisory program is robust and holistic in its program design. Every student has a learning coach that loops with them while at Holy Family Academy in addition to their
Corporate Work Study Program (CWSP) Career Coach and our family and student engagement team. We hold regular after-school academic support-sessions and offer mentorship opportunities. Students have the opportunity to be recognized for positive social and emotional leadership through a weekly incentive program. In 9th grade all students are assigned a learning hub coach. In 10th grade, students have the option of keeping their learning hub coach or making a request for a new learning hub coach that they will remain with until they graduate in a process called “looping.”

Field Based Learning
At Holy Family Academy we have torn down the walls of the classroom embracing the mindset that learning happens all the time, everywhere and in both formal and informal ways. A minimum of two days a week our students are spread out across the city. One day a week students in each grade participate in their work study program at over fifty locations across the city. Whether entering a tower in downtown Pittsburgh, walking onto a university campus or in the suburbs at a high-tech manufacturing company, our students are gaining important workplace ready skills well ahead of most of their peers to become Future Ready. In addition to building workplace skills, students spread out across the city through a network of curricular partners. We currently have four primary partners:

1. Energy Innovation Center
2. The Citizen Science Lab
3. Manchester Craftsman's Guild
4. Carnegie Science Center

In addition to these network partners we also leverage the historical and cultural sites across the city in our cultural literacy class and within design thinking projects. These visits are not considered one-off “field trips” but “field based learning” because they are sustained and integrated with our curriculum. Given the network of our Corporate Work Study partners, we extend our partnership with these organizations into our curriculum and leverage supervisors as expert panels, guest speakers and for job shadowing/career counseling.

Student & Family Engagement
At Holy Family Academy, we focus on the whole child - academically, emotionally, socially and spiritually. We believe that students learn best when able to focus on their academic endeavors. When academic or non-academic barriers arise that may hinder academic and personal achievement, we offer support to the students and their families. Our goal is to assist students in reaching their full potential inside and outside of school. Support services include connecting students/families to therapeutic/counseling resources, community resources, or in home services, as well as utilizing mediation strategies to resolve conflicts. The Student Engagement Coordinator and Family Partnership Coordinator communicate frequently with parents/guardians via phone, text or email, or through meetings at school or in the home. Together with families, we strategize how they can better support their students in continued academic success. Partnered discussion leads to creating individualized action plans that address any academic or non-academic barriers.
We believe that parental involvement plays a key role in the overall development and success of our students. Holy Family Academy encourages parents/guardians to actively participate in our PTA, family days and other community events.

**Technology**
At Holy Family Academy technology is a key piece of our innovative approach to teaching and learning. We use the lab rotation model of blended learning to provide both individualized and personalized experiences in our math classes. We are exploring other classes where we may also adopt this model. With the support of software like Khan Academy and Edmentum, students can receive remediation or accelerate their learning so it's personalized for them. In addition, we use the “flipped classroom” approach in many of our other courses. This approach to learning, where content and lecture materials are often placed online, allows us to focus on student-centered project based activities while in class. Videos and other resources as well as grades and assignments are posted in our Learning Management System, Canvas. Each parent or guardian can also login into Canvas to see their child’s e-portfolio, grades and assignments as well as course materials and resources. We encourage parents to regularly check Canvas as teachers update it weekly and sometimes daily. Canvas is also accessible through a Mobile App for students and families on the go.

In the 2016-17 school year students will also be issued Google Chromebooks. In addition, students will have access to laptops and iMacs in our library for assignments and projects that require those devices. Students are permitted to bring cell phones to school and may use them during “Individualized Learning Time,” if they are on privilege and in-class with teacher permission. Families will be provided with our “Technology Acceptable Use” policy and be asked to sign-off on the policy within the first week of school.

**Class Schedule**
Most classes at Holy Family Academy are an 80 minute block period. Some classes meet for 40 minutes. In general, students will have 5, 80 minute blocks during a regular day. Learning Hub meets three afternoons a week with time for clubs, mass and assemblies alternating. After school programs run from 3:30-5:30 so students can take the activities bus home at 5:30.
COURSE DESCRIPTIONS

Cultural Literacy
(English + History)

A required course all four years, Cultural Literacy explores history through the lens of literature from a specific time period. With a focus on cultural relevancy, students work on projects that infuse music, digital media creation, as well as writing and oral presentations. Through online research journals and regular trips to the Carnegie Library of Pittsburgh, students locate and utilize primary and secondary resources to support their projects. Cultural Literacy is the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one’s own culture and the culture of others. HFA Students will use this knowledge to build better acceptance and a deeper understanding of repeating multiple issues in our fluid global society.

Cultural Literacy I (9th - 1 credit)
Cultural Literacy I is a survey of world history. This course will guide students through multiple perspectives by engaging with text; creating, researching, evaluating, and presenting projects; relating our learning to today’s world; and using today’s technology – twitter, web-quests, ebooks and more. Students will explore a variety of ancient and modern cultures through the study of literature, history, art, and even the leisure activities of a variety of people and places. Students will engage with primary and secondary sources to prepare them for more in-depth research in each consecutive grade level.

Cultural Literacy II (10th - 1 credit)
This course will focus on early American (U.S.) history and literature. Course objectives will include analytic reading, academic note-taking, critical thinking, writing (both academic and creative), and communication. We will not memorize a lot of dates and names. Instead, we will focus on the how’s and the why’s of U.S. history. For example, we might discuss how the values of a culture shape the art produced by that culture. We will read literature of and about the eras we study, and we will work together to create meaning. This may be done by writing an epilogue to a novel or building a playlist to represent character traits. We will not spend a week at a time memorizing grammar and punctuation rules, but instead will engage in writing as a process (which happens to involve some grammar and punctuation rules).

Cultural Literacy III (11th - 1 credit)
This course will build upon the knowledge and skills gained in Cultural Literacy II, and will focus on modern American (U.S.) history and literature. Students will be engaged in more challenging texts (both fiction and nonfiction), and will prepare for the level of writing, speaking, and listening expected at the college or career levels. Much like Cultural Literacy II, this course will focus on the shaping of U.S. culture and government. Students will write a research paper as a culminating project in cultural literacy III.
Robert Morris University: College in High School Program

Reading & Writing Strategies (COSK 1220 - 1 credit*, by invitation)

This class introduces the integrated nature of the Communications Skills Program and establishes the importance of communications for a successful life and career. Students are made conscious of the behaviors and communication patterns typical of the groups to which they and other students belong; they learn to see themselves as audiences for others as they explore how different audiences have different patterns of communication and different expectations; they are encouraged to value and respect differences in communication patterns exhibited by others; and they are encouraged to adapt to the patterns of behavior and communication expected in academic and professional life. Though all the communications skills are introduced and practiced, reading, interpreting, and writing are emphasized.

Argument & Research (COSK 1221) reinforces the integrated nature of the Communications Skills Program and the significance of communications for a successful life and career. By learning to analyze and understand their professors as audiences, students are made conscious of the communications and behavioral expectations of their professors and of the reasons for variations in those expectations. While acquiring strategies for researching, interviewing, interpreting, and speaking, students focus on principles of logic, critical thinking, argumentation, and audience analysis necessary to create their own arguments as well as critique the arguments of others. Though all the communications skills are practiced, speaking and writing are emphasized.

*students that meet the completion requirements earn 6 credits from Robert Morris University

Mathematics

Math at Holy Family Academy is personalized, blended, and co-taught by pairs of math teachers and an assistant. During an 80-minute class period, students rotate through three pods: student-to-teacher; student-to-student peer learning; and a personalized pod where students work online with Khan Academy, as well as other resources. This approach to math allows students to proceed at their own pace and meet standards as it makes sense for them personally. Our math courses will prepare students for college, other post-secondary options or directly to a career.

Math 9 (1 credit)

In 9th grade, students at HFA will be focusing on topics and concepts found in Algebra 1. Students will be working in a blended learning model with 3 pods. Pod 1 is direct instruction, where the teachers introduce new topics. Pod 2 is peer-to-peer where students work on activities or projects that show real life applications of these topics. Pod 3 will be where the student’s education can become personalized through Khan Academy and other computer resources, allowing students to receive appropriate remediation or acceleration, depending on
the needs of the student. Students will learn about mathematical expressions, equations, and functions. These topics will create a solid mathematical foundation for the student to prepare them for future coursework in Mathematics. Students will have the opportunity to use critical thinking skills with word problems and solving linear equations. Statistics and Probability may be introduced towards the end of the school year.

**Math 10 (1 credit)**
In 10th grade, students at HFA will be focusing on topics and concepts found in Geometry. Students will be expected to achieve high level math skills, use critical thinking skills for problem solving, and improve on previous learned skills. Students will be working in a blended learning model with 3 pods. Pod 1 is direct instruction, where the teachers introduce new topics. Pod 2 is peer-to-peer where students work on activities or projects that show real life applications of these topics. Pod 3 will be where the student’s education can become personalized through Khan Academy and other computer resources, allowing students to receive appropriate remediation or acceleration, depending on the needs of the student. Students will learn about several topics and relationships between geometric shapes, reasoning and proofs, and area and volume. These topics will create a solid mathematical foundation for the student to prepare them for future coursework in Mathematics.

**Math 11 (1 credit)**
In 11th grade students at HFA will be focusing on topics and concepts found in Algebra II and Trigonometry, which include a continuation of concepts studied in Math 10. Students will be involved in communicating information mathematically, solving problems from a real world context and justifying the solutions to those problems. Students will work in a blended learning model with 3 pods. Pod 1 is direct instruction, where the teachers introduce new topics. Pod 2 is peer-to-peer where students work on activities or projects that show real life applications of these topics. Pod 3 will be where the student’s education can become personalized through Khan Academy and other computer resources, allowing students to receive appropriate remediation or acceleration, depending on the needs of the student. Throughout the course, students will be challenged by new concepts that require graphing skills, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, conic sections, logarithms, data analysis and probability.

**Personal Finance (11th, ½ credit)**
This course will educate students in concepts of financial literacy, money management, and other topics related to personal finance. We will be using student-centered activities, discussion points, tools and resources designed to teach students the personal finance skills they need to succeed in their life after high school. Topics and concepts will include decision making, college or career planning, money management, savings and investing, income, and spending.
Science & Engineering
Over the course of four years, students proceed through a science course plan that infuses engineering concepts along the way. In 9th and 10th grade next year, students take Biology and have access to the laboratory at the Citizen Science Lab where they visit weekly. They engage with lab equipment and learn college-level techniques and also receive mentoring from Duquesne University students who work as lab aids. Chemistry is offered in 11th grade next year, while students have a choice of Physics or another AP Science in 12th grade. Introduction to Engineering Design and Introduction to Robotics are some of the science elective offerings.

Biology (9 and 10th - 1 credit)
Biology provides students with a comprehensive study of the major concepts of life science. Developed in collaboration with the Citizen Science Lab, students are exposed to relevant and enriching life science topics. During the first semester, the topics include: the scientific method, ecology, organic chemistry, photosynthesis, respiration, cell division, and genetics. Some of the highlights of the first semester are labs involving water testing and the effects of oil on a bird's feathers. The class also participates in several field-based learning visits, where students participate in a class on adaptations, as well as board a floating laboratory to examine the rich diversity of life along Pittsburgh's rivers and trails. In the second semester, DNA, chromosomes, evolution, and human organ systems are explored. An exam is given in January, and the year culminates with a semester-long project on ecology engineering. Engineering concepts are infused throughout the class as students build perseverance, iterate designs and build prototypes to demonstrate mastery of content. Each topic is also reinforced with appropriate labs both on-campus and at the Citizen Science Lab. In addition, students who demonstrate mastery of the concepts in the first semester have the option of applying for honors designation in the second semester. Honors eligibility is determined based on grades to date and assessment of the student's work in the course. In conjunction with supplemental work, those who pursue the honors option also complete a project featuring research, lab work, and a formal presentation of findings before a panel of experts.

Chemistry (11th - 1 credit)
The main goal of this course is to provide a solid foundation in the study of matter and its changes. Through many activities students will demonstrate how theory is applicable in laboratory situations. Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table, chemical bonding, gas laws, states of matter, solutions, stoichiometry, reactions, kinetics, equilibrium, and acids and bases.
Introduction to Robotics (11th, ½ credit)
Intro to Robotics will apply steps of engineering to underwater robotics using the SeaPerch program. SeaPerch is a robotics kit and program developed by the Office of Naval Research to build STEM skills, communication and teamwork. Students will work in small teams to assemble, remotely test and troubleshoot a basic robot from a standard kit. Later, teams will set goals to compete in local competitions and improve their basic robot to perform more advanced tasks.

Introduction to Engineering Design (11th, ½ credit)
This course is intended to introduce students to the engineering design process, prototyping skills, as well as techniques for working effectively in groups. The major focus is to expose students to the design process, research and analysis, teamwork, communication methods, and effective documentation of their work. The course gives students the opportunity to develop skills and understanding through active and project-based learning. IED challenges students to continually develop their interpersonal skills, creative abilities and understanding of the design process. It also helps students develop strategies to enable and direct their own learning. The course assumes no previous knowledge, but students should be willing to engage critically with peers and interested in developing problem solving skills. During IED, students a variety of techniques - from power tools to 3D modeling and printing - to help them design solutions to solve proposed problems. As the course progresses, the focus shifts from learning skills and practices to solving problems that students find meaningful and interesting.

Human Anatomy & Physiology (11th, ½ credit)
In this introductory human anatomy and physiology course, students investigate the intricate machinery that makes the body work, relating the functional anatomy and physical geography of organs and organ systems to the physiological functions which they perform. Students will also explore the delicate web of interaction among body systems, the importance of maintaining homeostatic balance within this web, and the medical implications of disturbing this balance.

Integrated Design & Interdisciplinary Studies
The goal of integrated design and interdisciplinary studies is to mimic the way problems are identified and solved in the workplace. Students build “21st century” skills of collaboration, communication, problem solving while being creative and building leadership skills. At Holy Family Academy all students learn how to use design thinking as a framework that leads to innovative thinking. Freshman are exposed to design thinking as part of the Freshman Leadership Seminar course. Within integrated design and interdisciplinary studies courses, students will have access to a wide array of field based learning opportunities with community partners.
**Freshman Leadership Seminar (1 credit)**
This year-long transition course helps new students learn how to leverage their voice and have choice in their learning. Each quarter of the class has a different focus to prepare students with the skills needed to succeed at work, in the classroom and out in the community as young leaders. Each quarter of the class is taught by a different teacher that collaborates and co-plans the course. In the first quarter students learn about the “Holy Family Academy” way. They learn about our core mindsets (problem solver, entrepreneurship, servant leadership and resilience) and put them into practice both in their work study position and in other classes. Study skills, using our Learning Management System, Canvas and an overview of Google Apps round out the first quarter. In the second quarter, students learn their “Top 5” Gallup Strengths, gauge their perseverance and write WOOP goals using the Character Lab program. They begin to practice public speaking and oral communications as they present in front of classmates. In the third quarter all students begin to work on their work study capstone presentation. Our Career Coaches will become guest teachers to help students with interviewing skills, building a resume and writing cover letters. In the last quarter, students finish their Capstone presentation but are also exposed to design thinking, teamwork and collaborative problem solving. With access to the tools in our “Maker Space” such as the 3D printer and the Laser Cutter, students will design and prototype a product to solve a problem.

**Integrated Design Lab (10th, 1 credit)**
Integrated Design Lab focuses on helping students become community agents of change. Students learn how to use design thinking to identify and solve community problems, using social justice teachings as well as issues like education disparity, food scarcity, and urban blight. Each semester, students select a community problem to solve through prototyping, design, and making. Community partners act as “clients” for student projects and experts that can provide input, advice, and feedback on the products and/or services students design. The Carnegie Science Center Fab Lab serves as a digital fabrication lab to build prototypes, as does the Manchester Craftsmen’s Guild studios.

**Intermediate Integrated Design Lab (11th, ½ credit)**
How might we harness the power of creativity to develop innovative solutions to problems that do not yet exist? In this course, students will collaborate to imagine, create, reflect, and share solutions for important societal issues. Using human centered design and design thinking methods, students will work on collaborative projects and share their vision. Throughout the year, students will investigate the current measures that businesses, governments, and philanthropic organizations are taking to improve the quality of life for individuals and learn to develop solutions. Intermediate Integrated Design Lab is a project-based and media production course. Projects and technologies include, but are not limited to: iMovie trailers, YouTube playlists and interactive content, infographics and Google drawings, blogs, Google hangouts with experts, data collection and analysis.
Modern Languages

Students at Holy Family Academy can select two of the most practical and relevant languages for study: Spanish and Mandarin. All students must take two credits of modern languages but students selecting a traditional four-year college pathway are strongly urged to take three credits as most colleges and universities prefer students meet this requirement while in high school. Our modern language classes use technology like Duolingo, support active learning through team collaborative projects about culture and meet every other day to allow conversational practice in between classes.

Spanish I (1 credit)
This course is designed as an intensive introduction to the language. It is intended for high school students beginning their study of Spanish with little or no previous knowledge of the language. Students are introduced to the fundamentals of the language and vocabulary. The grammar and lexicon are presented in a range of texts from authors spanning the landscape of Spanish and Latin American literature. In addition, students study music, short stories, short films, comics, and dialogues. There are several projects, presentations, and small group work. For example, students research a Spanish-speaking country and design a food menu based on the country’s cuisine. There is a field based learning opportunity to the Carnegie Museum of Art to research and study the Modernist artists of the Spanish-speaking world. As the pace of the course is increased throughout the year, students are introduced to more complex language forms and are expected to demonstrate a greater degree of autonomy.

Spanish II Intermediate (1 credit)
In this course students are presented with material from a range of text types, in which they encounter intermediate level vocabulary structures and some advanced grammatical concepts, which they use in class activities such as listening exercises, class presentations, and dialogues. Students develop the four language skills (speaking, listening, reading, and writing), with special emphasis on conversational skills. Cultural readings present people and places from the Spanish-speaking world. Students are also exposed to reading brief literary selections in order to provide additional opportunities to develop their reading skills in an enjoyable and rewarding context. Prerequisite: Spanish I

Spanish III (1 credit)
In this higher level Spanish course, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read works of literature in Spanish, respond orally and in writing, and engage in peer discussions. Building on previous exposure to Spanish, during Spanish III, students continue to engage in language learning, while they master common and specialized vocabulary terms and phrases, and develop comprehension of a wide range of grammar patterns. Students are instigated to participate in increasingly involved conversations and to respond appropriately. Students also learn to incorporate vocabulary and a wider range of grammar patterns, while reading, writing, speaking, and listening for meaning in Spanish.
Mandarin I (1 credit)
This course will introduce students to the fundamentals of the Mandarin Chinese language. Mandarin I is an entry level course in Mandarin Chinese language acquisition appropriate for students with little or no prior knowledge. It is designed to develop basic listening, speaking, reading, and writing skills. The main objectives include initial development of students' linguistic proficiency and fluency, and to promote cultural sensitivity. The focus of the course is balanced between communicative content and language structure/forms. Students will acquire several skills within the areas of listening, speaking, reading, and writing, including: pronunciation, tones, the pinyin system, character recognition, and stroke order. Students will also gain insight into Chinese culture, geography, and history.

Mandarin II (1 credit)
This course helps students build on prior knowledge of the Mandarin Chinese language. Building upon the skills developed in Mandarin I, students develop greater proficiency in listening, speaking, reading, and writing with an emphasis on more complex structures. The main objectives include further development of students' linguistic proficiency and fluency, and a deeper cultural understanding. The focus of the course is balanced between communicative content and language structure/forms. Students will continue to develop skills within the areas of listening, speaking, reading, and writing, including: pronunciation, tones, the pinyin system, character recognition, and stroke order. Students will also continue to gain insight into Chinese culture, geography, and history.

Visual and Performing Arts
Visual and Performing Arts are infused into many of our core classes, and offered as electives. Art electives are offered on-campus, and at the Manchester Craftsmen's Guild, giving our STEM (Science, Technology, Engineering, Math) focused Academy a rich foundation in the arts. Holy Family Academy requires Music I as a 9th grade course, and offers band and music technology electives. Guests from the Pittsburgh Symphony, as well as local churches, frequently support our music program. Students are encouraged to take band and select instruments of their choice, such as guitar, drums, or wind instruments. Performance opportunities exist through the winter and spring music festival, the drama club, and participation in the August Wilson Monologue competition. Electives provide the chance to learn skills such as digital media and screenplay writing.

Manchester Craftsmen's Guild (1 credit)
Students explore a different art studio each quarter at Manchester Craftsmen’s Guild, a renowned arts center on the North Side.

In the photography studio students explore the history of photography dates back to the mid 1820’s, when cameras were little more than a lightproof box with a hole in it. Come explore the roots of this art form by making your own pinhole cameras. Then, progress to a Pentax film camera, and, finally, step into the modern age with a Canon t5 digital camera as they will take field trips in and around the city of Pittsburgh.
In the design studio students explore illustration and design. A motion comic, or animated comic, is an animated form of storytelling that incorporates elements of comics and graphic novels. Each class will include the screening of an inspiring example of a motion comic, as well as a demonstration on useful features in Adobe Photoshop, Illustrator, and After Effects. Additionally, students learn about one of the oldest forms of printmaking. In this studio they get to make a ton of prints using processes like scratching into plexiglass, dipping metal plates into acid, collaging with magazines, and more.

In the ceramics studio, students will be introduced to both throwing on the wheel and hand-building in the clay studio. This is a beginning class, so if you’ve never made anything out of clay, come give it a shot! You'll make sculptural and functional pieces in this class. We'll cover several techniques, including wheel-throwing, slab building and coil building. Come ready to explore a material that’s used from everything from ordinary tableware to components of space shuttles.

In the 3D printing studio, students can be bold, be original, and be creative while learning about laser engraving and 3D printing. Create one of a kind works of art to wear, share, and show off. Learn how to create multilayered jewelry pieces and intricate wooden sculptures. Come and discover the many ways in which technology and a bit of imagination are allowing us to push the envelope in our artistic expression.

**Visual Arts I (½ credit)**

Students will be introduced to art using multimedia to create 2D art as they explore the elements and principles of design while learning of Master Artists and their techniques. The ability to stay true to their own sense of design will lead students to create an art portfolio containing over twenty completed artworks by the end of Q3. An (electronic) ‘E-Portfolio’ will be composed for each student by the end of Q4. Students will also have the opportunity to have their artwork showcased in on-campus displays (Holiday and Year-End Student Artwork Exhibit) near the Chapel Bridge areas.

**Visual Arts II (½ credit)**

Students will have an in-depth study of 2-dimensional art and build their skills and techniques in a variety of media. Students will have more sophisticated experiences in art production, art criticism and aesthetics and will be required to keep an artwork journal on each project’s design, research, and personal reflection. Students will be required to build a portfolio to contain between 3 – 5 completed projects per quarter and compose their own ‘E-Portfolio’ consisting of these works. Students will also have the opportunity to have their artwork showcased in on-campus displays (Holiday and Year-End Student Artwork Exhibit) near the Chapel Bridge areas.

*During the 2016/2017 School year, Art 1 and Art 2 students will have the opportunity to attend organized art trips to view exhibits at the Pittsburgh Art Museums and/or Art Galleries*
Digital Media (½ credit)
This course gives students hands-on instruction in how to use digital media tools to produce interactive and media rich online stories. Students will learn key concepts and design principles in photo editing, video editing and animation. Students will develop a website that presents a digital multimedia story, using slideshows, videos and animations. Students will learn how to capture engaging photo & video footage to create an effective multimedia experience in post-production.

Music 9 (9th, 1 credit)
You may not realize it yet, but you are a musician. You study music every time you put in your earbuds, go to church, or walk around a department store. The goal of this course is to empower you to express yourself through music through a variety of mediums. Possible outlets are percussion instruments, your computer, a piano, and even your own voice. Expect to be analyzing, creating, and performing music throughout the year.

Wind Ensemble (9-10, ½ credit)
Join your friends in taking your instrument skills to the next level! This class is open to all students with some experience playing a wind instrument (Flute, Clarinet, Saxophone, Trumpet, Trombone, Euphonium/Baritone, French Horn) and beginners and percussionists on a case-by-case basis. The focus will be on developing skills and playing as an ensemble at various performances throughout the year.

Music Workshop (9-10, ½ credit)
Come jam with your friends while improving your music skills at the same time! Open to all students with an interest in playing the guitar and piano. Also open to students interested in electric bass and percussion on a case-by-case basis. The focus will be on developing music skills largely through individualized work. Students will perform at various functions throughout the year both as soloists and in small groups.

Music Independent Study (11th, ½ credit)
Juniors wishing to continue the study of an instrument may elect to take an independent study at the approval of the music teacher and Principal.

Theology
We follow the catechetical guidelines provided by the Diocese of Pittsburgh. Our chaplain offers mass once a month and we hold daily prayer during “community time” every morning. Our diverse student body also shares their Christian beliefs during an ecumenical prayer service, held once a month, that infuses gospel, spoken word poetry, and guitar/piano performances by students. Theology courses are a requirement each year at Holy Family Academy, with the senior year theology class focused on designing and launching a service learning project. Theology electives focused on ethics and world religion are also available to upperclassmen.
Theology I (9th - 1 credit)

Through this course our students will study salvation as it is shown in Scripture through a series of promises between God and His people. They will investigate the many books of the Bible, highlight their importance within history, and determine how they affirm our Faith in the Lord. Students will learn about the Lord’s Son, Jesus Christ, and the sacrifice that He made for us. Our students will also learn how to be the Best Version of Yourself through Matthew Kelly’s program: Decision Point. This program helps them to properly form their consciences to make good decisions. Our hope is that our students will take their decision making skills out into their own neighborhoods and ultimately into the world. We encourage our students to lead good and healthy lives based on faith, hope, and love through promoting the ideals of the Sisters of The Holy Family and Nazareth. Our students will attend a monthly school mass along with various prayer services and other opportunities for school-wide worship.

Theology II (10th - 1 credit)

The purpose of this course is to assist students in understanding the death and resurrection of our Lord, Jesus Christ. We want our students to study the plan that God has for us, eternal happiness with him, which is only accomplished through his son, Jesus Christ. Students will learn what it means to evangelize the world and be a disciple of Christ. The students will study the goodness of the Lord’s Creation, through careful study of the Pope’s Ladauto Si. The students will explore revelation as found in the book of Genesis, and look at the religious aspect of Creation rather than the science perspective. We encourage our students to lead good and healthy lives based on faith, hope, and love through promoting the ideals of the Sisters of The Holy Family and Nazareth. Our students will attend a monthly school mass along with various prayer services and other opportunities for school-wide worship.

Theology III (11th - 1 credit)

This course will also introduce the student to the Mystery of Jesus Christ, the Living Word (Logos) of God, the Second Person of the Trinity. It’s here the students will begin to see God reveal himself in and through Jesus Christ. In learning who Jesus Christ is the students will also learn who he calls them to be. Each class will open and end with a format to explore the moral and value conscience of the students to better understand the lesson... this will allow time for dialogue, discussion, and / or debate. (Examples: God in his creation, Social Teachings of the Catholic Church, current events that are occurring all over our planet, videos, movies, field trips, technology, community service and whatever else might come up.) The lessons will be aligned with daily objectives. Different lesson strategies will enable various learners to build their individual skills. From texts to technology to community service all students will be enlightened and enhanced by all HFA resources. So are you ready to learn about a Love Story? I hope the answer is yes because the Love Story is about you and how much God loves you!
Catholic Social Teaching (½ credit)
This course provides an introduction and examination of global applications of Catholic Social Teachings. We will look at the main principles of CST by reading the Pope’s major documents. We will examine the most recent and prominent focuses of CST, namely on global development and a civilization of love. We will apply CST to specific social concerns such as hunger, inequality, water rights, gender, AIDS, immigration, over/under population, or other pertinent topics.

Computer Science & Game Design
The primary goal of our computer science and game design courses is to prepare students to thrive in a global information economy. Both subject areas aim to provide students with important skills (e.g., systems thinking, human-centered design and structured problem solving) for successful 21st careers and for effective citizenship in a technology-driven world. The U.S. faces a serious shortage of computer scientists at all levels that is likely to continue. In addition, we are now required to not only be educated consumers, but also creative producers of digital technology. Computer science and game design courses provide students with the opportunity to explore these crucial skills, topics and concepts while practicing how to create digital systems that can improve the quality of life for all people.

Introduction to Computer Science (1 credit)
Computer science (CS) is best defined as “the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society”. It is an established discipline in college that is quickly becoming a required course in middle and high-school. This course introduces fundamental concepts through the creative aspects of computer science in an accessible and engaging way. In this course, students start exploring the central ideas of computer science in Minecraft - using the ComputerCraft platform. While learning the basics of coding, students will learn concepts and practices of computational and critical thinking through Minecraft quests. The focus of the programmable quests is to help students understand how computer science is essentially a problem-solving social activity that is helping change the world. After students have mastered the necessary programming skills, they implement a physical computing project (e.g., a mini-arcade or a “parent detector”) and learn how to integrate hardware and software designs that are meaningful to them and useful to their community.

Game Design I (9th & 10th - 1/2 credit)
“Gaming” doesn’t only mean “video games”. Gamers also play board and card games, simulations, and participate in interactive stories. In addition, most kids today are experts at playing video games, but very few know how to create their own games. Game design requires students to develop important 21st century skills - such as communication and collaboration, computing practice and systems thinking. This course breaks down the game design process step by step using project-based and active learning. Students learn the game design fundamentals through hands-on collaborative projects. Using the design process in game based
learning mode, students identify problems, brainstorm, prototype, playtest, and iterate games as systems. Students learn how to implement games using various game design platforms (from cards and dices to mobile and online games) and how to create detailed game design documents. They start by modifying existing physical games (such as their favorite childhood board games), then learn how to create original digital games that they can share with friends and family, and include in their e-portfolio. For their final project, students create an interest-driven “passion game design project” that they can submit to the National STEM Video Game Challenge.

ENERGY INNOVATION CENTER
Located at the former Connelly Trade Center near downtown Pittsburgh, EIC’s mission is to engage corporate/community leaders, align workforce development and education, and to support emerging clean and sustainable energy markets. EIC serves as the technical training site for HFA students, allowing students to explore skills and knowledge needed in the energy, engineering, and manufacturing sectors.

Courses students will take this year include, Building Human Capital, Information Systems, and Inventing Green.

CLUBS & EXTRACURRICULARS
Participation in athletics or school extracurricular activities is encouraged. Research shows that students who participate in extracurricular activities develop a wide variety of skills including time management, interpersonal communication, listening, and even higher self esteem. Participation in athletics or extracurricular activities is a privilege and not a right. A student’s academic welfare takes precedence over their participation in a sport or an activity. This policy is meant to encourage students who are active in a sport or an activity to maintain their academic standing. Please consult the student handbook for details related to eligibility.

In addition to extracurricular activities, Holy Family Academy offers clubs which take place during school hours on certain days of the schedule cycle. These clubs are not for credit, but students are able to choose from a wide variety of options based on their personal interests. What was offered in a previous year is no guarantee that it will be offered again the next year, but on the other hand, opportunities that have never been made available before could be offered at nearly a moment’s notice provided there is sufficient student interest.

EXTRA CURRICULAR OFFERINGS MADE AVAILABLE PREVIOUSLY AT HFA AND/OR THAT WE PLAN ON MAKING AVAILABLE IN THE 2016-2017 SCHOOL YEAR:
Bill Nunn Theatre Outreach Program/August Wilson Monologue Competition
Girls Volleyball
Football
Cross Country
Boys Basketball
Girls Basketball  
Softball  
Baseball  
Track  
WIB STEM Mechanical Limb Engineering Design Program  

**CLUB OFFERINGS:**  
Art Club  
Bible Study  
Data Jam  
Game Club  
Intramural Sports  
Music Club  
SeaPerch Robotics  
Student Council  
Theatre Club  
Yearbook  

**CORPORATE WORK STUDY PROGRAM**  
In the Holy Family Academy Corporate Work Study Program, students work one day each week at some of Pittsburgh’s premier employers completing tasks and projects typical of entry-level positions (e.g., filing, scanning, shredding, entering data, conducting inventories). The professional setting provides the students with experiences that reinforce the future-ready skills introduced in the classroom, including communication, delivering quality work, collaboration, and decision making. Successful completion of the work-study assignment each year is a requirement for continued enrollment at Holy Family Academy.

In the work study program, students earn one credit each year towards graduation while exploring career options and building self-esteem, self-confidence, and optimism. Students are assigned to work-study jobs by the Holy Family Academy staff. Their assignments are communicated at the beginning of the school year, and they are expected to remain at their assigned job throughout the grade level.

The work study credit is assessed as pass/fail on student report cards and transcripts. To pass each quarter, students must perform acceptably at their work-study assignment, have strong attendance, and complete required work-study assignments. In addition to the pass/fail grade, students receive a written performance assessment each quarter from their worksite supervisor. An HFA Career Coach is assigned to each student to aid with work readiness training, program logistics (e.g., transportation to/from work, lunches), and addressing questions or concerns from students, parents, and supervisors.