



Curriculum Guide 2018-2019

Experiential education for young people, promoting
the natural world and the
betterment of human character



The Outdoor Academy provides students with a versatile and valuable set of skills that prepares them to be resilient citizens of the 21st century. By taking ownership of their own experience and education, students develop the character they need to feel empowered to create change in their own lives and communities. The education we offer at OA is an increasingly important resource in a changing world, and our educators are innovators in the field of experiential learning, creating engaged and influential environmental leaders.

The Outdoor Academy is built upon four program cornerstones: Intellect, Environment, Community, and Craft. Intellectually, The Outdoor Academy distinguishes students for college and lifelong learning. Through our rigorous and integrated academic curriculum, students are encouraged to come to know their own minds, to take ownership of their education, and to ask the questions that develop 21st century learning competencies in critical thinking, collaboration, communication, and creativity.

The Outdoor Academy is an accredited, academic semester school for 10th and select 11th graders. Accreditation with the Southern Association of Colleges and Schools (SACS) certifies that the school meets curricular and institutional standards of excellence, and that credits earned are honored at secondary schools and colleges throughout the country. Students who have attended the program have later enrolled at prestigious colleges and universities, including Bates, Bowdoin, Brown, Cal Tech, Cambridge, Colorado College, Dartmouth, Davidson, Duke, Harvard, Middlebury, Oberlin, Princeton, Reed, Smith, Stanford, Swarthmore, University of Pennsylvania, University of Virginia, Wellesley, Wesleyan, and Yale.

Our environmental education curriculum empowers students to find their place in the world, create practical and sustainable solutions, and effect positive change. The Outdoor Academy explores its setting in the beautiful Blue Ridge Mountains of Western North Carolina. Classes in English, mathematics, science, history, environmental studies, second languages, visual and performing arts, and music are taught both in the classroom and in the forest. Our outdoor program teaches camp craft skills, backpacking, canoeing, and rock climbing as a vehicle for leadership development and promotion of a deeper appreciation for the natural world. Students work in the garden that supplies a portion of our seasonal produce. Our unique regional biome is our primary classroom and provides the solid ground from which all of our work grows.

By intentionally building the skills and personal responsibility necessary to create a close-knit community, The Outdoor Academy teaches students to live well together and be their best selves. We develop the character required for life-long success by practicing our seven principles: simple living, work ethic, curiosity, integrity, stewardship, self-reliance, and gratitude. Our culture of challenge and support builds the persistence and flexibility that allows students to translate their skills to their sending schools and their home communities.

The Outdoor Academy cultivates a sense of quality craft in all that we do, and students are expected to do their best work as they develop capability and mastery in a variety of skills. The traditional crafts of the Appalachian Mountains are a central part of our school and give students a greater sense of the histories and communities of this place. Students choose from an array of offerings that varies from semester to semester, such as blacksmithing, woodcarving, fiber arts, and traditional music. By emphasizing the craft of our hands and minds, students learn to take true responsibility for their work, their education, and their lives.

ACADEMIC PROFILE

School Calendar and Classroom Time: One semester is generally sixteen weeks in length. All classes meet the equivalent of three to five hours per week, not including scheduled study periods, frequent contact with faculty outside of the classroom, and experiential programming that integrates outdoor skills and craft with in-class curriculum. Regular classes meet Monday through Friday in 45, 50, or 100-minute time blocks, depending on the subject. On campus weekends provide time to work in the arts, the garden, and the community. Students also spend up to the equivalent of three to four weeks on outdoor expeditions.

Admissions Information: Over the past 22 years, The Outdoor Academy has enrolled over 1000 high school sophomores, along with a smaller number of freshmen and juniors. We have worked with students from over 270 public and independent schools, as well as some who are normally home-schooled. Admissions decisions are based on an applicant's motivation, intellectual curiosity, academic record, and commitment to work and service. Students who attend The Outdoor Academy are highly motivated and eager to be challenged intellectually and personally. We seek students who have demonstrated self-determination in their academic work. Interested applicants generally express a desire to live and learn in a close, caring community set in the rich natural world of the Blue Ridge Mountains.

Curriculum: All students take the following academic courses:

English: *Reading the Landscape, Writing our World*

Natural Science: *Field Biology of the Southern Appalachians*

Environmental Seminar or World History

Leadership & Ethics Seminar

Outdoor Education

Art, Music or Appalachian Craft

Based on curricular needs, students may also choose from among the following courses*:

Mathematics: *Algebra II, Geometry, Pre-Calculus, Common Core Math 3 Block*

Spanish: *Levels I–IV* or *Language Independent Study*

*Math and language offerings are based on student needs and faculty personnel each semester. Block versus semester credit also factors in to course availability. Math and language offerings are set per the requirements of enrolled students who have turned in completed OA academic forms on a first come, first served basis.

Work Crew: In addition, students participate in Work Crew alongside our faculty. Students may receive 30 community service hours for their work on campus and in the larger community.

World Languages and Mathematics: Because students come to The Outdoor Academy from a variety of academic backgrounds, they are carefully screened for appropriate placement. Each applicant's sending school math and world language teacher or department chair completes a detailed curriculum and assessment form during the enrollment process to ensure that comparable material will be covered while at The Outdoor Academy. This is essential to preparing a smooth transition back home for each student. Our small class sizes and regular student-teacher contact outside of class enable faculty to challenge each student at his or her level of aptitude and prior knowledge.

Independent Studies: Students interested in courses that OA does not offer can work with our Independent Studies Coordinator who, in collaboration with the sending school, will design and monitor a program of independent studies. Independent studies will need to be approved by the Academic Dean and/or the Independent Studies Coordinator prior to their OA semester.

Honors: Students may choose to pursue honors credit for coursework at The OA; we do not offer Advanced Placement credits. Students seeking honors credit should indicate this during enrollment or at the beginning of the OA semester. All classes, with the exception of Outdoor Education and the arts, offer an honors component for those interested.

Outdoor Education and Wilderness Activities: Students earn a Physical Education credit through regular participation in sports activities and our wilderness program. Specific activities include rock climbing, whitewater paddling, backpacking, Ultimate Frisbee, soccer, basketball, volleyball, and swimming.

Standardized Tests: The PSAT is available to students upon request and is administered at our local high school. Those requiring special accommodations in taking the test must present documentation during the enrollment process or on opening day. Documentation must be obtained through the College Board. Requests to take other standardized tests (AP exams, the SAT, the SSAT, etc.) during the semester should be directed to the Dean of Academics.

Attendance: Students are expected to attend all classes. Occasional exceptions are made for illness or family commitments. Family plans that interfere with class attendance should be arranged with the school administration well in advance. Any student who is unable to meet his or her academic commitments at The Outdoor Academy will be asked to leave the program.

Assessment: In order to accurately and honestly assess success in our classes, our faculty employs a wide variety of conventional and innovative tools. Active, engaged, and informed participation in discussions is a central expectation of all our classes. Furthermore, collaborative projects and oral presentations occur in most classes. All courses emphasize critical thinking and writing skills, and all classes include a writing component. Tests and quizzes comprise another portion of course grades. Students can expect regular feedback on their performance, including advisor comments and conferences, midterm grades and comments, and a final grade and comment from each faculty member.

Grading: The Outdoor Academy uses the following grade scale:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62

This information is provided to each student's sending school, along with student transcripts and math and language course descriptions, at the conclusion of the semester. Upon written request to The Outdoor Academy Registrar, students may receive unofficial copies of their academic transcripts or have official transcripts mailed to agencies or institutions provided a student's record shows no financial indebtedness to the school. Official transcripts, bearing validating signatures, are not issued to individuals but are mailed as directed to agencies or institutions as confidential information. All transcripts include each student's entire academic record. No partial or incomplete statements are issued as transcripts. For prompt receipt, students should request transcripts at a reasonable time prior to need. Delays in issuing transcripts may occur immediately before or after a term break.

FREQUENTLY ASKED CURRICULUM QUESTIONS

Will I receive academic credit for my schoolwork at The Outdoor Academy?

Yes, The Outdoor Academy was one of the first semester schools to become fully accredited as an independent private school. Our accreditation is through the Southern Association of Colleges and Schools (SACS). Since you will be taking a complete semester of courses, including English, science, math, world language, and electives, and your school accepts these credits, you are not skipping a semester. Grades here are based on our grading scale, and the scale is provided so that sending schools can convert to their appropriate letter grades. Some sending schools opt not to compute your grades in your overall GPA, but still accept the courses toward the number of credits you need to graduate.

How will my classes at OA correlate with classes for my sending school?

The Spanish and math courses (Geometry, Algebra II, Pre-Calculus, and Math 3) are closely tied to sending school courses. Through our curriculum request forms, our teachers obtain detailed syllabi from sending school teachers indicating chapters and materials to be covered. Upon return home, most students report being on target or ahead of their sending school in these courses. Our World History class follows the same chronology that is covered in most secondary schools, but integrates experiential elements.

English, Natural Science, and Environmental Seminar take their own direction at The Outdoor Academy as they focus on the Southern Appalachians and the world at large. The English class requires diverse readings and essay writing in multiple genres from environmental and regional authors. Natural Science is a field ecology course exploring the habitats of our southern mountains. Environmental Seminar investigates our most pressing environmental issues today through the college seminar class format. Our teachers are eager to work with the sending school teachers so that this experience is an enrichment of a student's high school experience, not an interruption.

Who are the teachers?

Most academic faculty hold master's degrees and have diverse classroom and experiential teaching backgrounds. Their academic training and teaching experience are apparent in their dynamic and rigorous approach in the classroom and in the field. Faculty members have wide interests and skills beyond their field of expertise. They are weavers, gardeners, woodworkers, knitters, bakers, artists, musicians, dancers, farmers, and chefs. Our staff also comes with high qualifications in outdoor leadership such as rock-climbing, trekking, and white-water paddling. They are committed to community and self-responsibility, and they work hard to excite and encourage the growth of students through mental and physical challenges. They love to teach, to share, and to make new friends each semester.

What if my school is on a Block schedule?

OA is on a *semester schedule*, so typically all of our courses offer .5 credits upon completion. However, if necessary, we are able to provide full block schedule credit for English, Natural Science, World History, Math 3, Outdoor Education, and Art. The content covered in those courses is equivalent to a year's worth of curriculum. For students on a Block Schedule they will need to choose to take *either* Math 3 or Spanish/Language Independent Study during their semester at OA. Because these courses are so content-specific we must dedicate two class periods during your semester to cover one year's worth of curriculum.

COURSE DESCRIPTIONS:

**Please contact the Dean of Academics if you wish to request additional syllabi information for coursework at The Outdoor Academy.*

ENGLISH

Cultures around the world incorporate rites of passage into the process of growing up, providing a challenging and ceremonial entrance into adulthood. Similarly, the myths and legends of these cultures incorporate the hero's journey archetype, re-enacting key stages over and over again as identified by Joseph Campbell. These journeys enable us to know our landscape and ourselves more and more. This course will take students on a voyage that follows the same contour as their wilderness experience at The Outdoor Academy through story, essay, and poetry as we try to answer what it means to truly know a place, to be oriented to self and nature, and to emerge triumphant from a rite of passage.

On this journey, students will explore concepts of travel, wilderness, community, and environment, always interrogating our tightly held perceptions of these ideas. Through this process, students will develop critical thinking, writing, and discussion skills while creating strong stories, connections, and ethics in relation to our individual and collective landscapes.

In a college preparatory, student-centered environment, writing will cover a full range of genres, from personal narrative to analytical essay, short story to philosophical creed. Students will engage in workshops with their peers and individual conferences with their instructor in order to hone the craft of writing. Discussion will ultimately be student-led as participants become members of the intellectual community. A reading journal will serve as a record of students' dialogue with texts and ideas throughout the semester, while also functioning as a vital component of the formal writing process.

EXCERPTED TEXTS:

Daniel Wallace, *Big Fish*

Barry Lopez, *Field Notes: The Grace Note of the Canyon Wren*

Charles Frazier, *Cold Mountain*

Tim O'Brien, *The Things They Carried*

Scott Russell Sanders, *Hunting for Hope: A Father's Journeys*

Henry David Thoreau, *Walden*

Walt Whitman, *Leaves of Grass*

Annie Dillard, *Pilgrim at Tinker Creek*

Edward Abbey, *Desert Solitaire*

Wendell Berry, *The Way of Ignorance, The Mad Farmer Poems*

Aldo Leopold, *A Sand County Almanac*

Mary Oliver, *New and Selected Poems*

Alice Walker, *Her Blue Body Everything We Know*

Note: Readings may vary from semester to semester; others may be included.

NATURAL SCIENCE

In this course, we will strive to tie together many of the seemingly disparate topics in introductory biology courses. The over-arching concept in the natural sciences is natural selection, so we will visit the great intellectuals of evolutionary thought, from Aristotle to the natural philosopher-theologians of the medieval church to the salons of the Enlightenment, then on to the pivotal scientists of the nineteenth century: Wallace, Owen, Huxley and Darwin, finally arriving at the Modern Synthesis and the genetics and ecology of the twentieth century.

With that history in hand, we can head out in detail on the endless side trips and connections in biology: identification and classification of local plants and animals, the mechanisms of Darwin's natural and sexual selection theories, Wallace's biogeography, Lyell's mountain-building orogenies, the coevolution and symbiosis of Henry Bates, the heredity research of Weismann, the studies of predation, competition, and reproductive strategies by the early ecologists and behaviorists, E.O. Wilson's controversial sociobiology, and the "evo devo" of the new geneticists. Every day we hope to experience the frustrating and remarkably exciting insight that good science always leads to new questions.

Like the classical naturalists, we will ground our intellectual discussions on solid observations and taxonomy of the natural world around us: the windswept spruce/fir boreal biome, the biodiversity of our cove hardwood forests, and the cold mountain streams and valley rivers. We will take our studies into the local habitats of our campus woods, the Pisgah National Forest, the Great Smoky Mountains National Park, and the Dupont State Forest to learn from the great primary sources of biology.

This is a seminar course. Students are expected to be fully prepared, enthusiastic, and invested in the daily discussion. Contrary arguments and defensible disagreements with the readings and the instructor are welcomed.

EXCERPTED TEXTS:

Charles Darwin, *The Origin of the Species*

Paul Colinvaux, *Why Big, Fierce Animals are Rare*

Sean Carroll, *Remarkable Creatures*

Adrian Forsyth, *The Natural History of Sex*

David Quammen, *The Song of the Dodo*

Note: Our sending schools typically accept this course as a Biology, Field Biology, or science elective credit. If combined with Environmental Seminar, this course could also be accepted as a full Environmental Science "block" credit.

MATHEMATICS

In each math course at OA, the goal is to strengthen students' conceptual understanding of mathematical topics, to teach how to critically and logically approach problems, to collaborate and communicate mathematical ideas, and to understand more of the surrounding world through mathematics. Emphasis is put on asking questions and making connections, rather than simply using the formulaic algorithm to find an answer. Creativity, persistence, and discipline are practiced every day to help students connect mathematical concepts to real-life situations. Class discussions, math debates, cooperative projects, oral presentations, building opportunities, and writing, as well as traditional coursework, are all part of the math curriculum. Classes use technology when appropriate and learn how to be contentious about its opportunities and confines. Courses question the limitations of math—why some problems have no answers and others have many—as well as the existence of math as an omnipresent language that translates across the globe. Students will leave understanding math as a more holistic and applicable discipline, integral to communication and creation in our world.

The majority of students attending The Outdoor Academy are enrolled in Algebra II, Geometry, or PreCalculus, or Common Core Math 3 Block. On occasion, The Outdoor Academy has also offered other math courses based on need and staff availability. If an applicant's math requirement is not included in the courses listed above, the student should discuss this during the admissions process. All math classes are designed for motivated, mid-range to upper-level students, and honors credit is available for those applicants normally enrolled in honors courses at home. Before their arrival on campus at The Outdoor Academy, admitted students will receive a math curriculum request form to be completed by the sending school teacher of the course the student intends to take while at OA. Every effort is made to correlate our instruction with the curricula of each sending school so that every student is well prepared to re-enter the next sequential math course upon his/her return. The mathematics teachers at OA are more than willing to work with teachers from students' sending schools to align course curriculum. Upon completion of the semester, The Outdoor Academy will send an official course description of topics studied to sending schools, along with the student's final transcript.

ALGEBRA II

Fall semester studies typically include: linear equations, functions, and inequalities; systems of equations and inequalities; matrices; quadratic functions; and as time and need allows: polynomial expressions and functions; exponential and logarithmic functions; and imaginary and complex numbers. Spring semester studies typically include: quadratic functions; polynomial expressions and functions; exponential and logarithmic functions; rational expressions and equations; and as time and need allows: conics, imaginary and complex numbers, sequences and series; probability and statistics; and basic trigonometry. Both semesters emphasize practical applications of concepts presented.

TEXT

Algebra 2, Larson, Boswell, Kanold, and Stiff; McDougal Littell, 2004
(TI 84 or TI 83 graphing calculator highly recommended.)

GEOMETRY

Fall semester studies typically include points, lines, planes, and angles; inductive and deductive reasoning; two-column proofs with segments and angles; parallel and perpendicular lines; congruent triangles; relationships in triangles, and proportions and similarity. Spring semester studies typically continue with right triangles and trigonometry, quadrilaterals, transformations, circles, polygons, surface area and volume. As in Algebra II, both semesters emphasize practical applications of concepts presented.

TEXTS

Primary: *Glencoe Mathematics: Geometry*, Glencoe-McGraw Hill, 2004

Secondary: *A Beginner's Guide to Constructing the Universe: The Mathematical Archetypes of Nature, Art, and Science*, Michael S. Schneider

PRECALCULUS

PreCalculus builds upon the properties and graphs of functions studied in Algebra II, while preparing students for a college-level Calculus course. This course concentrates on the application of functions to the world around us. Possible topics include linear relations and functions; systems of equations and inequalities; polynomial and rational functions; trigonometric functions, graphs and identities; conics; and exponential and logarithmic functions. Depending on student needs, and as time allows, we may venture into sequences and series, probability, and/or statistics.

TEXTS

Advanced Mathematical Concepts: Precalculus with Applications, Glencoe, 2006

Precalculus with Trigonometry, Paul Foerster, 2007

(TI 84 or TI 83 graphing calculator highly recommended.)

MATH 3 (full credit/block)

This course covers the entire Math 3 curriculum. Math 3 at The Outdoor Academy extends a student's knowledge of algebraic and geometric concepts from Math 1 and Math 2 to prepare a student for their next high-level math course. During the semester we will dig deeper into functions such as inverse functions and trigonometric functions including the unit circle. We will discuss the complex number system and its application to the world around us. As time permits and student needs arise we will include topics such as conics, circles, and probability distributions. Students and parents are encouraged to submit any form of a Math 3 course of study available from their sending school and/or text book table of contents to help further individualize the student's education.

Prerequisite for this course: Math 2 and Math 3

**If student is scheduled for a math course not listed above at their sending school in the immediate semester before or after attending OA, please contact the Admissions Director to discuss. Our Admissions Director and/or Academic Dean will work with you and your school to figure out the best course of action.*

SPANISH

Spanish courses pursue the goal of learning to understand languages, literature, and civilizations. Students develop communication skills appropriate for the different levels in reading, writing, speaking, and listening with the aim of richer fluency. At the same time, students grow in awareness that success in second languages is dependent upon commitment to their personal learning experience and engagement in the global community.

Classes immerse students in the language, culture, culinary traditions, history, art, and music of the countries where Spanish is spoken. The small, often individualized classes in an intimate setting encourage students to progress with ease through the objectives in alignment with sending school programs. Students are prepared to transition home with skills as proficient as their sending school classmates. In Level I, students create speaking and listening skills in the language. Levels II and III are structured to help students pull together all the elements studied in previous classes, advancing and preparing them for the next level with an emphasis on grammatical construction. Level IV studies are based on the analysis of the literature and history of the different regions where Spanish is spoken.

Students receive out of class assignments that include grammar, vocabulary and verb use, evaluative and creative writing, reading, and informal journaling. As weather permits, class can take place in the kitchen, in the garden, in the woods, and in the classroom. Students are expected to come prepared to use functional language that enriches their Outdoor Academy experience by:

- Integrating language studies into the Southern Appalachian environment.
- Connecting their language study to the academic and community goals unique to courses and opportunities at OA.
- Learning the language in nature, and thus better appreciating the interconnectedness of living organisms and their responsibilities to and dependence upon complex ecosystems.
- Including expression in the language using music, composition, poetry, dance and drama.

TEXTS

Sending school texts are used in conjunction with a variety of texts, poetry, songs, musical productions, films, extracts from plays and novels, and current material from newspapers, magazines, and the Internet. Written and oral materials are woven throughout the semester to promote analytical and critical thought in the Spanish language.

INDEPENDENT STUDIES IN WORLD LANGUAGES

While Spanish is our only formal language course, our Independent Studies Coordinator will facilitate and proctor independent studies in other world languages. Through the use of tutors, online studies, and/or video conferencing with individual sending schools, Outdoor Academy students can successfully complete the coursework needed to stay on track in French, Latin, Hebrew, German, Mandarin, and other world languages. Please contact our Admissions Director, Dean of Academics, or our Independent Studies Coordinator to discuss alternative language options.

ENVIRONMENTAL SEMINAR

Environmental crises appear frequently in our headlines, and it is easy to feel hopeless or ambivalent towards the near-constant influx of frightening stories. This seminar will be a space for developing a healthy level of knowledge for the issues at hand while simultaneously empowering students to create their own ethic and opinions about how to respond to the challenges we currently face. We will actively strive to understand the complexities of the ecological, social, economic, political, and personal web that surrounds present-day environmental discussions.

This course will use a combination of discussion, investigative research, and collaborative group projects to address issues such as of food choices, population growth, energy and climate change, consumption, waste, and lifestyle choices. We will use Daniel Quinn's novel *Ishmael* as a springboard for discussion, and we will draw from supplementary texts, videos, speakers, and field trips in order to consider multiple, often contrary, perspectives. This course will not culminate in a unanimous "right" solution to our environmental crises but rather will jumpstart students' exploration of how they personally want to live in this world.

EXCERPTED TEXTS

Daniel Quinn, *Ishmael* (whole text)

Eric Schlosser, *Fast Food Nation*

John DeGraaf, *Affluenza*

Michael Pollan, *The Omnivore's Dilemma*

Michael Pollan, *In Defense of Food*

Barbara Kingsolver, *Animal, Vegetable, Miracle*

Barry Schwartz, *The Paradox of Choice*

Alan Durning, *Stuff: The Secret Lives of Things*

Current Magazine and Newspaper Articles

Note: Our sending schools typically accept this course credit as a Social Studies elective. Should you or your school advisor have any questions about this course offering, please contact our Dean of Academics.

WORLD HISTORY

For the student who requires World History as a sophomore, we offer a seminar course that looks at the broad themes and connections throughout history. The fall course examines ancient civilizations through the European Enlightenment, and the spring semester will review the Enlightenment thinkers and conclude with current events. This course will focus on the threads common to all political and cultural stories such as beliefs, economics, expansionism, conflict, revolution, human rights, and political ideologies. We are very interested in connecting and interpreting the past in order to understand today's headlines, so we will track the influences and identify the pivotal moments in history, always looking for the causes and effects that lead us to the stories in the news. Students are invited to bring the syllabus from the World History course at their sending school so that course topics may be tailored to the specific curricular needs of that group of students.

MAJOR TOPICS

Agricultural Revolution

Early Civilizations

Belief Systems/World Religions/Philosophies

The Hellenic World

Growth of the Islamic Empire

The Rise of Christianity and Medieval Europe

Renaissance, Reformation, Enlightenment

Industrial Revolution and Imperialism

Revolution and Nationalism

Global Wars

Current Events

EXCERPTED TEXTS

Charles Van Doren, *A History of Knowledge*

Howard Spodek, *The World's History*

Kate Santon & Liz McKay, *Atlas of World History*

Jared Diamond, *Guns, Germs, and Steel*

Jeremy Stangroom, *The Great Philosophers*

LEADERSHIP & ETHICS SEMINAR

Every Outdoor Academy student participates in our Leadership & Ethics Seminar, which meets periodically throughout the semester. The seminar is best understood as two separate inquiries that Outdoor Academy students and faculty put in dialogue and into practice through the daily conduct of our community life and wilderness expeditions.

Leadership in Community. Every evening, from Opening Day to Final Circle, The Outdoor Academy community designates one of its members as the Leader of the Day. The title we assign to this person is the Cherokee word for “guide”: *Adasahede*. This choice reflects our understanding of leadership not as an exercise of individual power over others, but as a selfless act of community service.

Although Outdoor Academy students learn the art and science of leadership primarily through practice, they are also exposed in our classrooms—on campus and in the field—to key tenets of leadership. Drawing primarily on Robert Greenleaf’s conceptualization of the ancient idea of “servant leadership,” on curricula developed by NOLS and Outward Bound, and on two decades of experience teaching and learning leadership at The Outdoor Academy, *Leadership in Community* introduces students to four leadership roles and a set of leadership/followership skills that are essential for building and maintaining flourishing communities. Our students examine multiple styles of leadership and begin an inquiry into which leadership style feel most natural to them.

Foundations of Moral Reasoning. Most of the choices we make have no moral content. Others, however, are loaded with moral implications. They either affect the lives of other beings—for good or harm—or they engage values that most of us think are important. When our decisions involve big ideas like justice, mercy, truth, loyalty, individual freedom, or community welfare, we are in the realm of moral decision making. More often than not, these are the toughest decisions we make. Their consequences can be significant and long lasting.

While we often feel alone when confronted with tough moral choices, we are not. Human beings have been thinking about how to approach difficult, morally complex decisions for millennia. The purpose of this seminar is to introduce Outdoor Academy students to the major ideas of moral philosophy. Although we only have time to touch the surface of this rich intellectual tradition, it is our hope that this seminar will inspire future inquiry at our students’ sending schools, in their colleges, and throughout their lives.

REFERENCED TEXTS

Aristotle, *Nicomachean Ethics*

John Gookin & Shari Leach, *NOLS Leadership Educator Notebook*

John Gookin & Adam Swisher, *NOLS Wilderness Educator Notebook*

Robert Greenleaf, *Servant Leadership*

Immanuel Kant, *Groundwork of the Metaphysics of Morals*

Rushworth Kidder, *How Good People Make Tough Choices*

John Stuart Mill, *Utilitarianism*

Plato, *The Republic*

OUTDOOR EDUCATION

In addition to outdoor programming at OA, students participate in two Outdoor Education classes each week. The class is focused on three main goals: physical fitness, wilderness skills, and leadership. Students can expect to improve and/or maintain their fitness level by participating in activities such as ultimate Frisbee, soccer, group challenge games, and by doing cardio and strength training work outs. Activities are designed to meet each student's level of physical conditioning. The class also emphasizes wilderness skills, teamwork, communication, and leadership development. This is achieved through activities such as rock climbing, canoeing, backpacking, and orienteering. Students will come to know that the goal of healthy competition is not always about being on the team with the most points, but rather, collaborating with others for a common purpose.

ASSESSMENT:

Daily Preparedness, Activity, and Engagement	50%
Wilderness/Campcraft Skills Checklist	25%
Leader of the Day on Trek (twice)	20%
Written Leadership/Outdoor Program Assessment	5%

ART, MUSIC, and CRAFT

Western North Carolina is one of the richest areas in the nation for handmade craft. The arts program at The Outdoor Academy is rooted in the deep history and heritage of craft in the Blue Ridge Mountains. Arts classes seek to spend time outside and incorporate the natural world and our understanding of our place in it. Students are encouraged to focus on skill building as opposed to product and to embrace the creative process within a supportive community.

In addition to our arts classes, students also have the opportunity to learn a wide variety of other crafts including woodcarving, knitting, mosaic, and glasswork. Classes are small, usually no more than 7 students, which allows for focused instruction and feedback.

The following are examples of past arts offerings at The Outdoor Academy; courses vary from semester to semester.

CERAMICS AND HISTORICAL CRAFTS

This course is designed to give students an introduction to a variety of techniques in working with clay and other materials. We will cover hand building, wheel throwing, weaving, bookmaking, marbling, and craft work that will allow students to make both functional and sculptural pieces. Additionally, we will explore various glazing techniques. The focus, however, is placed on gaining skills, not necessarily making a lot of finished pieces.

FABRIC AND TEXTILES

This course is designed to give students an introduction to a variety of techniques in working with fabric and textiles. We will practice knitting, weaving, loom work, quilting, fabric dyeing, batik, and many other skills rooted in Southern Appalachian culture and tradition. Students will be encouraged to use their creativity when synthesizing old styles with modern artistic technology in this class.

BLACKSMITHING AND WOODWORKING

Our woodworking and blacksmithing workshop is in the woods. We build rustic furniture and forge steel into useful implements using simple nineteenth century tools and techniques. Our focus is on process, practice, and patience. Our woodworking projects include simple benches and a post and rung woven-seat stool made on the draw horse with the drawknife, brace and bit, and spoke shave. At the forge and anvil, we learn the basics of tapering, bending, twisting, and tempering as we shape old-timey hooks, kitchen and fireplace tools, and blades.

SINGING, MOVEMENT, AND DANCE

This class at The Outdoor Academy focuses on the traditional music of Appalachia and the American South. We begin by tracing the roots of traditional vocal music from its origins in Europe and Africa, then focus on developing technical skills in group singing, solo performance, movement, and dance. Additionally, we devote time in class to recreating spiritual shape note hymns and traditional folk ballads from the nineteenth and twentieth centuries.

HOME GROWN CRAFT

This class emphasizes farm-to-table self-sufficiency. Students will learn where their food comes from and how to make nourishing meals and herbal remedies from scratch. The class will be divided into garden time and kitchen/craft time. Students will learn to tend to their own vegetables and herbs in our 1+ acre organic garden. Example projects include pickles, sourdough starter, real root beer, herbal remedies for colds, poison ivy, and insect stings.

WORK CREW

Work Crew is an integral component of The Outdoor Academy curriculum. By working through goal-oriented tasks, our students gain and hone skills that are essential for sound personal development. Each week we put on our work gloves and boots and tackle the bigger projects beyond our daily chores. Staff and student crews split our firewood, tend our gardens, maintain our forest trails, and generally care for our home here. We also extend our efforts to our neighborhood by working on local farms and pitching in with community needs by organizing service projects. Students learn their place in their community through direct experience, and as they work with their friends and fellow students they find that their work takes on a value in and of itself.

COMMUNITY LIFE

At The Outdoor Academy, we strive to perfect the way we live in community, always reflecting on interdependence and learning to support and lead one another. Students learn formal leadership and conflict resolution skills through progressive workshops, and employ these skills when confronted with the challenges of living in a tight-knit community. By creating a culture of honesty and productive engagement, students learn from each other how to thrive amongst a diversity of personalities.

When they venture into the wilderness on Outdoor Programming trips, physical exertion and unpredictable natural elements amplify community challenges, requiring students to depend on each other in order to succeed. Formal leadership roles like the Adasahede Leader of the Day (taken from the Cherokee for “guide”) ensure that all students emerge as true leaders, are able to motivate a team working on a tough project, mediate a conflict between their peers, or implement a creative project to enhance their semester experience.

Over the course of a semester, students’ abilities as leaders and community members culminate in their ownership of the school. After they have mastered the essential systems and skills to live in community, they are given the freedom and responsibility to solve community problems, create or change systems, and focus the energy of the community.

Daily Schedule

7:00 Wake-up Bell	2:05 English
7:15 Morning Watch and Chores	2:55 Natural Science
8:00 Breakfast	3:55 Art, Music, and Craft
8:40 World Language	4:55 Outdoor Education
9:30 Study Period	6:10 Dinner
10:20 Math	7:15 Study Hall
11:10 Choice Period	9:00 Tea Time
12:00 Lunch	9:30 Goodnight Circle
1:00 Environmental Seminar	10:15 Lights Out

Each student’s daily schedule usually provides one free period for personal needs or study time. Evenings provide two hours of study time and additional free time for socializing. Most Sundays when students are on campus we offer free time for much of the day.

CURRICULUM CONSIDERATIONS BEFORE APPLYING TO OA

We **strongly recommend** that all interested students meet with their academic advisor before applying to The Outdoor Academy. Your advisor will help you schedule your remaining classes, advise you on which semester would be best to study away, help you identify which credits will transfer to your transcript, and any additional work that may be required in order to attend OA. You may find that in order to study away for a semester, you need to rearrange some classes in your Junior and Senior year schedule.

Tuition Remittance for Private Schools

For private schools, your advisor will also know your school's Tuition Remittance Policy. Tuition remittance is when a sending school *forgives* a semester of tuition in order for you to study away. Schools have varying policies (some transfer financial aid, some charge an "enrollment fee," some only remit half of the tuition, etc.), so it's important for you to check with your advisor about this before applying. These policies can also change from year to year, so please check in for the year you are applying to OA.

Withdrawal from Public Schools

Many public schools require their students to officially "withdraw" from the school in order to study away for a semester. Upon returning to your sending school, you may need to re-register as a student. Please check with your advisor and school registrar to complete any required paperwork. OA can provide your sending school with enrollment dates and documentation of your attendance at OA.

Independent Study

If you need to take a course not offered in the OA Curriculum (Chemistry, US History, German, etc.), please contact our Admissions Director and Dean of Academics to discuss your options. Pending approval from the Dean of Academics or Director of School, students may take online courses, hire personal tutors, or work with their sending school teachers to create an Independent Study curriculum. Our Independent Studies Coordinator will serve as your advisor for this course; however, the responsibility of completing all course assignments and expectations is solely of the student.

Students who are interested in taking an Independent Study at OA should be:

- Excelling academically in the subject area of the Independent Study
- Organized with their assignments and time management
- Expected to work independently at times, without supervision, and maintain academic integrity
- Prepared to take an online course if their sending school cannot support their class at OA.

If you think you meet the above criteria, please contact our Dean of Academics for approval. Students who choose to take an independent study at OA should also recognize that they will be sacrificing their "choice period," which is a 50 minute period for students to attend to personal needs, contact friends and family, or continue with their studies. Alternatively, an independent study may replace a math or language course while at OA. Should you choose not to take an independent study while at OA, your options include completing the course over the summer, online, or at a different time in your junior or senior year schedule.

Block Schedule

There are many different types of Block Schedules, the two most common being *Traditional* and *A/B*. Traditional means that students take a class for one semester and cover an entire year's curriculum, earning a full credit for the course. For example, a student may take a language class in the fall semester and a math class in the spring, and earn a full credit for each. A/B Block Schedule means that students have a rotating daily schedule, but classes span over the course of an entire year, rather than just one semester. Some schools may also have a combination of these Block Schedules, or something entirely different.

Because OA does **not** run on a Block Schedule, we cover half a year's curriculum during the semester of your attendance, and typically award .5 credit for each course completed. For our English, History, and Environmental Seminar courses, this is not a curriculum concern. We will cover all the material necessary in those classes for a student to seamlessly step into the next course level at their sending school. However, for students coming from traditional Block schedules, you will need to choose whether you would like to take a Math class while at OA **or** a World Language Class. Because those classes are so content specific, we will dedicate two periods to the course, ensuring an entire year's curriculum is covered during your semester at OA. You will indicate which course you would like to take on your Final Course Sign-Up sheet. If you have any questions about Block Schedules or credits earned at OA, please contact our Admissions Director or Dean of Academics.

Transferring Credits

It is important to ensure that all the classes you take at OA will transfer to your transcript. If you plan to attend OA in the fall, please confirm with your advisor that you will be able to continue the second half of your courses back at your sending school. If you plan to attend OA in the spring, please confirm with your advisor that any courses you started taking at your sending school in the fall can be continued at OA for Full Credit OR can be completed at another time in your Junior or Senior year. *For example, if you take the first half of US History at your sending school in the fall, please confirm you can either finish the second half of US History while at OA or another time in your schedule.*

Some sending schools may require specific names for classes in order to award transfer credit from OA. Our Dean of Academics can approve a different name for a class on your transcript as long as the classes have a closely aligned curriculum. Please contact our Dean of Academics if you or your sending school registrar has any questions about this.

AP Classes

OA does not offer AP courses, nor do we award AP credit for any of our classes. If you are interested in continuing an AP course while at OA, please contact our Dean of Academics to discuss your options. For some AP classes, students are able to continue studying the curriculum independently (see our "Independent Study" section) and prepare for the AP exam.

School Assessment Forms

In your Enrollment Package you will find three school forms for: World History, World Language, and Math. These forms must be completed and sent to OA before you leave school for summer vacation in order to ensure The Outdoor Academy will be able to offer your requested course. These forms also must be completed by the teacher at your sending school who will be teaching that course *during your semester at OA* or the department chair at your school, which means you may need to introduce yourself to next year's teachers in order to complete the forms! You may also receive a World Language Assessment over the summer to help us with your course placement.

PRAISES FROM PARENTS AND STUDENTS

"He has become a young man of confidence, clear about what he wants and how to achieve it with the desire to challenge himself and be there for others. It has been a thrill to see him become stronger in his body, mind and spirit."

- Mother, Atkins High School, Winston-Salem, NC

"I savor all the wonderful memories, skills, and lifelong friends I have made at OA. I have received so much from this life changing experience: self-reliance, responsibility, respect, trust, self-confidence and humility."

-Student, Chapel Hill High School, Chapel Hill, NC

"Your dedication, creativity, nurturance, and ability to connect with the kids is truly a gift! The combination of academics, community living, outdoor adventures, and friendships with the staff as well as other students has enriched her life beyond our wildest dreams. We can't thank you enough."

-Mother, The Bolles School, Jacksonville, FL

"You've returned to us a much more mature, patient daughter than we sent you. Katie's experience at The Outdoor Academy was such an IMPORTANT influence on her life. I was tempted to say that it changed her dramatically, but what it actually did was call forth interests and abilities that were always there but deeply hidden -- so that she is more fully herself now as a result of her time with all of you."

-Mother, Heathwood Hall, Columbia, SC

"We consider The Outdoor Academy to be an educational work of art. Our initial expectation was that OA would be an especially valuable experience outside of academics. Somewhat to our surprise, Zach gained as much academically as non-academically."

-Parents, University School of Nashville, Nashville, TN

"The daily experience of living together in an interdependent community with high expectations of each person teaches us to better understand, forgive, cooperate, listen, and learn.... I think that at OA I learned to see the positive in what I do. I am making my life more meaningful to me. I'm taking a welding class, something that I have been interested in for years now, and I am looking for a community service project that I can help with such as habitat restoration in the city. OA has helped me mature and think clearly about my life. I learned much more there than what was taught in classes, and I am still learning from what I accomplished there as I return to my life here, at home."

-Student, St. Ignatius College Preparatory, San Francisco, CA

AFFILIATED SCHOOLS 1995 – 2018

FOUNDING MEMBER SCHOOLS

Albuquerque Academy; Albuquerque, NM
Hume-Fogg Academic High School; Nashville, TN
Bolles School; Jacksonville, FL
Greensboro Day School; Greensboro, NC
The Lovett School; Atlanta, GA
University School of Nashville; Nashville, TN
Heathwood Hall Episcopal School; Columbia, SC

SENDING SCHOOLS

A.C. Reynolds High School; Asheville, NC / The Academy at Charlemont; Charlmont, MA / The American School Foundation; Mexico City, Mexico / The American School in Switzerland; Lugano / Amherst Regional High School; Amherst, MA / Apex High School; Apex, NC / Asheville High School; Asheville, NC Atkins High School; Winston-Salem, NC / Atlanta International School; Atlanta, GA / Auckland Grammar School; Auckland, New Zealand / Barrington High School; Barrington, IL / Baton Rouge Magnet High School; Baton Rouge, LA / The Bay School; San Francisco, CA / The Baylor School; Chattanooga, TN Bellport High School; Brookhaven, NY / Ben Franklin Academy; Atlanta, GA / Berkeley Springs High School; Berkeley Springs, WV / Bethesda Chevy Chase High School; Bethesda, MD / Boone High School; Orlando, FL / BORG; Bratislava, Slovakia / Bosque School; Albuquerque, NM / Brentwood Academy; Brentwood, TN / Brentwood College School; Mill Bay, BC, Canada / Brevard High School; Brevard, NC / Brimmer and May School; Wellesley, MA / Broughton High School; Raleigh, NC / Bryn Mawr; Baltimore, MD / Buchholz High School; Gainesville, FL / Canterbury School; St. Petersburg, FL Carolina Day School; Asheville, NC / Carolina Friends School; Durham, NC / Carrboro High School; Carrboro, NC / Cary High School; Cary, NC / Cedar Ridge High School; Hillsborough, NC / Chapel Hill High School; Chapel Hill, NC / Charleston County School of the Arts; Charleston, SC / Charlotte Latin School; Charlotte, NC / Charlottesville High School; Charlottesville, VA / Christ School; Arden, NC Clayton High School; St. Louis, MO / The Collegiate School; Richmond, VA / Community High School; Nashville, TN / Conostoga High School; Chesterbrook, PA Coral Gables High School; Coral Gables, FL Cottage School; Roswell, GA / DeKalb School of the Arts; Atlanta, GA / Douglas High School; Parkland, FL / Dreher High School; Columbia, SC / Druid Hills High School; Decatur, GA / Dunwoody High School; Atlanta, GA / Durham Academy; Durham, NC / Durham Magnet Center; Durham, NC / Durham School of the Arts; Durham, NC / E.C. Glass High School; Lynchburg, VA / East Rutherford High School; Forest City, NC / East Wilkes High School; Ronda, NC / Eastside High School; Gainesville, FL / Edmund Burke School; Washington DC / El Cerrito High School; El Cerrito, CA / Eleanor Roosevelt High School; Greenbelt, MD / Elkins High School; Elkins, VA / Emerson Waldorf School; Chapel Hill, NC / Ensworth High School; Nashville, TN / Episcopal High School; Jacksonville, FL / Etna High School; Etna, CA Father Lopez High School; Ormond Beach, FL / Fayetteville High School; Fayetteville, WV / Fletcher Senior High School; Neptune Beach, FL / Forsyth Country Day; Lewisville, NC / Francis W. Parker Charter School; Devens, MA / Franklin High School; Dickson, TN / Frederica Academy; St. Simons Island, GA / Friends School of Baltimore; Baltimore, MD / Gainesville High School; Gainesville, FL Gaithersburg High School; Laytonsville, MD / The Galloway School; Atlanta, GA / Gateway School; Brooklyn, NY / George Washington High School; Danville, VA / Georgetown Day School; Washington, DC The Giffit High School; St. John, VI Girls Preparatory School; Chattanooga, TN / Glenelg Country School; Glenelg, MD / Glenn High School; Westland, MI / Grady High School; Atlanta, GA / The Grauer School; Encinitas, CA / Great Valley High School; Phoenixville, PA / Grimsley Senior High School; Greensboro, NC / Guliver Preparatory; Miami, FL / Harpeth Hall; Nashville, TN / Hanover High School; Hanover, NH Harrison High School; Lafayette, IN / The Hawbridge School; Saxapahaw, NC / Hendersonville High School; Hendersonville, NC / Hertford County High School; Murfreesboro, NC / H.B. Plant High School; Tampa, FL / Heritage High School; Conyers, GA / Hickory High School; Hickory, NC / Highland Park High School; Highland Park, IL / Hillsboro High School; Nashville, TN / Hillsborough High School; Tampa, FL / Hillsdale High School; San Mateo, CA / Hilton Head Christian Academy; Hilton Head IS, SC Hilton Head High School; Hilton Head Island, SC / The Hockaday School; Dallas, TX / Holton-Arms; Washington, DC / Homeschool Howard Blake High School; Tampa, FL / Indian Springs School; Indian

Springs, AL / J.F. Kennedy High School; Takoma Park, MD / J.H. Rose High School; Greenville, NC / J.T. Hoggard High School; Wilmington, NC / James Island Charter School; Charleston, SC / Jefferson High School; New Market, TN / Johns Creek High School; Johns Creek, GA / Kearsarge Regional High School; North Sutton, NH / Kentucky Country Day School; Louisville, KY / Key West High School; Key West, FL / Kimball Union Academy; Meriden, NH / The King's Academy; Palm Beach, FL / Lake Brantley High School; Altamonte Springs, FL / Lake Norman High School; Mooresville, NC / Lakeside High School; Atlanta, GA / Latin School of Chicago; Chicago, IL / Leon High School; Tallahassee, FL / Lima Central Catholic; Lima, OH / Louisville Collegiate School; Louisville, KY / Lovett School, Atlanta, GA / Loyola Blakefield; Towson, MD Lusher Charter School; New Orleans, LA / Lutheran High School South; St. Louis, MO / Marietta High School; Marietta, GA / Martin Luther King Magnet High; Nashville, TN / Mascoma Valley Regional High School; Canaan, NH / MAST Academy; Key Biscayne, FL / McCallie School; Chattanooga, TN / Mill Springs Academy, Alpharetta, GA / Mills E. Godwin High School; Richmond, VA / Milton High School; Alpharetta, GA / Montgomery Blair High School; Silver Spring, MD / Mountain Brook High School; Birmingham, AL / Mountain Heritage High School; Burnsville, NC / Mount Airy High School; Mount Airy, NC / Mt. Tabor High School; Winston-Salem, NC / Myers Park High School; Charlotte, NC/ Nashville School of the Arts; Nashville, TN / Nauset Regional High School; Eastham, MA / Nelson County High School; Lovingson, VA / New Caanan High School; New Caanan, CT / New Hope Solebury High School; New Hope, PA / North Atlanta High School; Atlanta, GA / North Mecklenburg High School; Davidson, NC North Springs High School; Atlanta, GA / Northwest Guilford High School; Greensboro, NC/ Oak Hall School; Gainesville, FL / Oak Hill Academy; West Point, MS / Oak Park and River Forest High School; Oak Park, IL / Oakwood Friends School; Poughkeepsie, NY / The O'Neal School; Southern Pines, NC Osceola Fundamental High School; St. Petersburg, FL / PACE Brantley Hall School; Longwood, FL / Pace Academy; Atlanta, GA / Paideia School; Atlanta, GA / Paisley IB Magnet School; Winston-Salem, NC / Parkview High School; Lilburn, GA/ Parry McCluer High School; Buena Vista, VA / Pembroke Pines Charter School; Miramar, FL / The Pine School; Hobe Sound, FL / P.K. Yonge School; Gainesville, FL Polk County High School; Columbus, NC/ Quince Orchard High School; Gaithersburg, MD / Ramapo High School; Wyckoff, NJ / Ransom Everglades School; Miami, FL / R.J. Reynolds High School; Winston-Salem, NC / Richland NE High School; Columbia, SC / River Mill Charter School; Graham, NC Riverwood High School; Atlanta, GA / Robert Service High School; Anchorage, AK / Rockdale High School; Conyers, GA / Ronald Reagan High School; Winston-Salem, NC / Roswell High School; Roswell, GA / R.S. Central High School; Rutherfordton, NC / Salem Academy; Winston-Salem, NC / Salisbury High School; Salisbury, NC / San Rafael High School; San Rafael, CA / Sandia Preparatory School; Albuquerque, NM / Sandy Creek High School; Fairburn, GA / Sandy Spring Friends School; Sandy Spring, MD / Santa Fe Prep; Santa Fe, NM / Santa Teresa High School; San Jose, CA / Savannah High School; Savannah, GA / Sayre School; Lexington, KY / St. Albans School; Washington, DC / St. Augustine High School; St. Augustine, FL / St. Francis High School; Roswell, GA / St. Helena High School; St. Helena, CA / St. Ignatius College Preparatory; San Francisco, CA / St. Joseph Regional High School; Port Maquarie, NY / St. Paul's School for Girls; Baltimore, MD / St. Paul's School for Boys; Baltimore, MD / St. Stephen's Episcopal High School; Bradenton, School for the Performing and Creative Arts; Cincinnati, OH / School in the Community; Graham, NC / Service High School; Anchorage, AK / Smokey Mountain High School; Sylva, NC / South Carol High School; Mt. Airy, MD / Southwest Guilford High School; High Point, NC / Southwest Miami Senior High; Miami, FL / Spanish River High School; Boca Raton, FL / Spartanburg High School; Spartanburg, SC / Stuart Hall High School; San Francisco, CA / Summit School; Winston-Salem, NC / Tampa Preparatory School; Tampa, FL Tamassees-Salem High School; Salem, SC / Tappan Zee High School; Orangeburg, NY / T.C. Roberson High School; Asheville, NC / Trilogy School; Gainesville, FL / Trinity Collegiate School; Darlington, SC / Trinity Preparatory School; Orlando, FL / Tucker High School; Tucker, GA / Tuscola High School; Waynesville, NC / University City High School; St. Louis, MO / Villa Duchesne High School; St. Louis, MO / Walter Williams High School; Snow Camp, Walton High School; Atlanta, GA / Watauga High School; Boone, NC / Watchung Hills High School; Warren, NC / Waverly-Shell Rock School; Waverly, IA / The Webb School; Knoxville, TN / The Weber School; Atlanta, GA / Wellesley High School; Wellesley, MA / The Wellington School; Columbus, OH / Wellesley High School; Wellesley, MA / West Florence High School; Florence, SC / West Forsyth High School; Clemmons, NC / West High School; Knoxville, TN / West Potomac High School; Alexandria, VA / The Westminster Schools; Atlanta, GA William Henry Harrison High School; Lafayette, IN / Wilson High School; Washington, DC / Windsor Forest High School; Savannah, GA / Winter Park High School; Winter Park, FL / Woodward Academy; Atlanta, GA



EAGLE'S NEST FOUNDATION

Eagle's Nest Foundation, chartered as a non-profit in 1950, supports an experiential learning center whose intention is to elevate the individual within community life to active understanding of what it means to belong: to nature, to ecosystems, to work, to society, to history, to friends, and to the process of transition.



THE OUTDOOR ACADEMY

The Outdoor Academy is an academic semester school accredited by the Southern Association of Colleges and Schools. Emerging from a long tradition of experiential education at Eagle's Nest, we combine a college preparatory curriculum with wilderness programs, environmental education, regional studies, and the arts.



EAGLE'S NEST CAMP

Eagle's Nest Camp, founded in 1927, is a non-profit summer camp for boys and girls, and it is the origin of Eagle's Nest Foundation. Eagle's Nest is dedicated to creating a meaningful community that nurtures joyful connections with nature, fellowship, compassion, and self-realization. Eagle's Nest sponsors a culturally diverse international community.



HANTE ADVENTURES

Hante Adventures is an extension of Eagle's Nest's summer program and is designed for the maturing camper aged 13 to 17 years old. Hantes are one-, two-, or three-week wilderness adventures with eight to twelve participants and two to three staff. A Hante provides the camper with self-confidence, group challenges, high levels of instruction, and immersion in cross-cultural experiences. This program's goal is to bring participants closer to the natural world through a direct experience of wilderness and diverse communities.

The Outdoor Academy
43 Hart Road • Pisgah Forest, NC • 28768 • (828) 877-4349
A program of Eagle's Nest Foundation • Chartered non-profit since 1950
www.enf.org