



Curriculum Guide

2022-2023

*"Experiential education for young people
promoting the natural world and the
betterment of human character."*

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INTRODUCTION

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 cornerstones: **Intellect, Environment, Community, and Craft**. Intellectually, The Outdoor Academy prepares students for college and lifelong learning. Through our rigorous and integrated academic curriculum, students are encouraged to come to know their own minds, take ownership of their education, and 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, Columbia, Cornell, 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, and crafts are taught both in the classroom and in the forest. Our outdoor program teaches camp skills, backpacking, canoeing, and rock climbing as a vehicle for leadership development and promotion of a deeper appreciation for the natural world. 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 50, 60, or 120-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 26 years, The Outdoor Academy has enrolled over 1200 high school sophomores and juniors, along with select 9th graders. 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. No prior outdoor and wilderness experience is needed. Additionally, admissions is need-blind, meaning that an application for financial assistance in no way impacts that student's admissions decisions. 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 Overview

The Outdoor Academy is committed to ensuring students are prepared to competently and confidently rejoin their sending school communities. All OA students take the following academic courses:

English: Literature & Writing

Environmental Science: Ecosystems & Societies

U.S. History / Civics or World History

Outdoor Education

Appalachian Craft

CIRCLE Health and Wellness

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

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

Spanish: Levels I–IV or Language Independent Study

Spanish and Mathematics: Because students come to The Outdoor Academy from a variety of academic backgrounds, there may be inconsistencies between sending school and OA curricula. Students should carefully review course syllabi to determine any such inconsistencies, and coordinate with the Dean of Academics to ensure a smooth transition back to their sending school. If you have any questions concerning curricular continuity between your sending school and The Outdoor Academy, please contact the Dean of Academics.

Bridge: Once a week, students come together for an afternoon of interdisciplinary learning that considers common themes from recent classes. Bridge might look like an on-campus lab day, a field trip to a community garden in Asheville, or a deep discussion of storytelling. While Bridge is not a distinct credit-bearing course, students' participation and work during this time are reflected in their English, science, and history class grades.

CIRCLE Curriculum: Our Dean of Students and Residential Life faculty teach a comprehensive course focusing on Community, Identity, Relationships, Communication, Leadership, and Ethics. Weekly class meetings, Community Circle time, dorm discussions, and special workshops cover topics such as healthy relationships, diversity & privilege, leadership styles, group dynamics, and conflict resolution. We offer a half-credit as a Health & Wellness elective course.

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, and other field sports.

Work Crew: Students participate in Work Crew alongside our faculty. Weekly projects include splitting firewood for our wood stoves, maintaining our campus trails, working in the garden that provides a portion of our seasonal produce, and more. Students may receive 30-50 community service hours for their work on campus and in the larger community.

Academic Policies:

- **Independent Studies:** Students interested in courses that OA does not offer may be able to do an independent study depending on the course and the rest of the student's weekly class schedule. Independent studies need to be approved by the Dean of Academics prior to the OA semester.
- **Standardized Tests:** Requests to take standardized tests (PSAT, SAT, SSAT, AP exams, etc.) during the semester should be directed to the Dean of Academics. OA cannot guarantee that access to these tests will be available due to our semester schedule, and students should ideally plan to take standardized tests before or after their OA semester if possible.
- **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 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 final grades and comments 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

Grading 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. 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 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 Cognia (SACS-CASI). 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. English and Environmental Science take their own direction at The Outdoor Academy, as they focus on the Southern Appalachians and the world at large. The English class builds on diverse readings and essay writing in multiple genres from environmental and regional authors. Environmental Science is a field-based course exploring the habitats of our southern mountains and how they can be used to identify broader concepts related to humans and their interactions with their environments. 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 members also hold high qualifications in outdoor leadership such as rock-climbing, trekking, and white-water paddling. They are committed to promoting 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, share, and mentor students 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, Environmental Science, History, Math 3, Outdoor Education, and Appalachian Craft. The content covered in those courses is equivalent to a year's worth of curriculum. Students on a block schedule 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 the semester to cover one year's worth of curriculum.

COURSE DESCRIPTIONS

Please contact the Dean of Academics to request a specific syllabus or coursework.

ENGLISH: LITERATURE & WRITING

During our semester together we will explore the nuanced connection between identity and place. Using our American landscapes as a backdrop, we will begin to unpack the connection between humans and places by reading from a representative set of authors. As students look for windows and mirrors in these pieces, they will begin to turn the mirror on themselves as they examine how their own identity has been shaped by the places they call home. Students will culminate this unit with a creative writing piece about home.

Early in the semester, students will begin to familiarize themselves with the practice of observation and the art of recording observations in their writer's notebook. As we move into our second unit on storytelling, this practice will prove crucial. We will begin to analyze the power of storytelling and the role it plays in shaping our world and our minds. We will read selections from short story author Ted Chiang, Vietnam Veteran Tim O'Brien, and environmental activist Barry Lopez. We will spend time reading and writing poetry, reading and writing 100-word stories and students will culminate this unit by crafting an original collection of 100-word stories. Finally, in order to look forward, students will look back on their evolving sense of place, sense of self, and semester experience in order to craft a personal response to the question: "How should we live well in a place?"

EXCERPTED TEXTS:

Kei Miller, *Cartographer Maps a Way to Zion*
Tommy Orange, *There There*
bell hooks, "Kentucky is My Fate"
Mohsin Hamid, "Of Windows and Doors"
Terry Tempest Williams, "The Clan of One Breasted Women"
Sandra Cisneros, *The House on Mango Street*
Hanif Abdurraqib, *The Crown Ain't Worth Much*
Barry Lopez, "Pearyland"
Annie Murphy Paul, "The Neuroscience of Your Brain on Fiction"
Tim O'Brien, *The Things They Carried*
Ted Chiang, "The Story of Your Life"
Leah Green, *A More Extravagant Feast*
bell hooks, *Appalachian Elegy*
David Haskell, *The Forest Unseen*
Mary Oliver, *American Primitive*
Barbara Kingsolver, *High Tide in Tucson*

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

ENVIRONMENTAL SCIENCE: ECOSYSTEMS & SOCIETIES

This seminar course combines field studies of our local ecosystems with student-led explorations of pressing environmental issues including climate change, public land management and stewardship, environmental justice, and the cumulative impacts of individual choices.

First, we will develop a scientific understanding of the biodiversity of our campus woods and surrounding forests and waters. As we learn about the structure and function of healthy ecosystems, and how they came to be, we will begin to consider the role humans play in shaping nature. By examining the Southern Appalachian region for local examples of global patterns, we will actively strive to appreciate and make sense of the complexity of the ecological, social, economic, political, and personal webs that surround present-day environmental discussions and decision making.

We will use Robin Wall Kimmerer's nonfiction book *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* as a springboard for discussion, and we will draw from supplementary texts, current events, documentaries, speakers, and field trips in order to consider multiple perspectives at varying scales. Ultimately, this course will be a space for developing a scientific understanding of the complex issues at hand while simultaneously empowering students to re-examine their relationship with nature and respond to the challenges we currently face, finding solutions in the space between turning off the lights and voting.

EXCERPTED TEXTS

Robin Wall Kimmerer, *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*

Katharine Wilkinson and Ayana Elizabeth Jackson, *All We Can Save*

Daniel Quinn, *Ishmael*

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

Current articles from *The New York Times*, *Washington Post*, *The Guardian*, *The New Republic*, *Scientific American*, *BBC*, *The Transylvania Times*, etc

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

MATHEMATICS

In each math course at OA, the goal is to strengthen students' conceptual understanding of mathematical topics, teach how to critically and logically approach problems, collaborate and communicate mathematical ideas, and 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 conscientious 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, PreCalculus, or North Carolina 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, the student should discuss this during the admissions process. All math classes are designed for motivated, mid-range to upper-level students. Because students come to The Outdoor Academy from a variety of academic backgrounds, there may be inconsistencies between sending school and OA curricula. Students should carefully review course syllabi to determine any inconsistencies, and coordinate with the Dean of Academics to ensure a smooth transition back to their sending school.

ALGEBRA II

Fall semester studies typically include: linear equations, functions, and inequalities; systems of equations and inequalities; matrices and determinants; and quadratic functions. Spring semester studies typically include: powers, roots, and radicals; exponential, logarithmic functions and compound interest; parabolas; sequences and series; data analysis (probability and statistics); and intro to trigonometry. Both semesters emphasize practical applications of concepts.

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: a review of Algebra; basics of Geometry; parallel lines and coordinate planes; congruence and similarity; properties of triangles; and constructions. Spring semester studies typically include: a review of Algebra; quadrilaterals and polygons; right triangles; intro to Trigonometry; area and volume of 3D solids; circles; and transformations. As in Algebra II, both semesters emphasize practical applications of concepts.

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 Fall topics include: Trigonometry; power functions; polynomials; exponential and logarithmic functions; and parametric equations. Spring topics include: Trigonometry, sequences and series; probability; and intro to Calculus.

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 textbook table of contents to help further individualize the student's education.

Prerequisites for this course: Math 1 and Math 2

Note: If a 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 Dean of Academics 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 the OA curriculum.
- 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 Dean of Academics will facilitate and proctor independent studies in other world languages. Through online studies, studies directed by sending schools, and/or video conferencing with individual teachers, 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 or the Dean of Academics to discuss alternative language options.

UNITED STATES HISTORY & CIVICS: WILDERNESS REDEFINED

"National parks are the best idea we ever had. Absolutely American, absolutely democratic, they reflect us at our best rather than our worst." –Wallace Stegner, 1983

The history of The United States (and the lands and people that existed here prior to European conquest) is, in many ways, the story of people's understanding of and interaction with the natural world. For early colonists, the forests represented savagery, evil, and chaos in contrast to the Godliness of their idyllic tilled fields. Early Americans would later come to view their majestic wild spaces as their version of the cathedrals that graced Europe, and the mid-nineteenth century saw the rise of the desire to spread democracy and capitalism across the entire continent through exploring and asserting dominion over the wilds and their original inhabitants. Robber Barons like George Vanderbilt established estates in these mountains, spurring the birth of modern forestry and giving rise to the early "wise use" conservation movement. Preservationists like John Muir sought to protect natural spaces simply because they should be allowed to exist, and the National Parks established throughout the late nineteenth and early twentieth centuries as playgrounds for the people forever changed Americans' relationships with their country's landscape and their understanding of both wilderness and American culture.

This seminar course will focus on the broader political, social, and economic developments of a growing young nation as its understanding of its natural spaces shifted with the times and how that shifting understanding often played a central role in broader political, social, and economic developments. The course will also focus on the history, structure, and operation of the United States government by examining the role of our political system in relation to land management, natural resources, Indian Removal, the Paris Climate Accord, and modern grassroots environmental advocacy like the Sunrise Movement. Students will also consider some of the reasons why the world of outdoor recreation is predominantly a white space and how we as individuals and as a nation could make it more inclusive.

SKILLS FOCUS:

- Critical reading and writing skills
- Historical contextualization
- Analysis of continuity and change over time
- Primary source analysis
- Developing and delivering effective arguments
- Major economics and civics concepts

TOPICS OF STUDY:

- Pre-Columbian Peoples of North America
- European Colonialism
- Wars That Reshaped Us: The Revolution & Civil War
- Industrialization, Robber Barons, Reforms
- Modernization & National Parks
- World Wars and Their Aftermath
- The Race to the 21st Century

EXCERPTED TEXTS:

Roderick Frazier Nash, *Wilderness, and the American Mind*

John Alexander Williams, *Appalachia: A History*

Margaret Lynn Brown, *The Wild East*

Various primary source selections, including art and literature

WORLD HISTORY

The story of World History is the story of patterns, of widespread phenomena, of humans and place, of storytelling, of oppression, of resistance. We begin our course by discussing Chimamanda Adichie's poignant Ted Talk, "The danger of a single story." This wisdom guides us through our semester as we seek to find a complex understanding of our world that exists beyond the narratives that have dominated history for so long and "single stories" that continue to dominate the study of history.

In this course, history will be used first and foremost as a tool to help us understand our present world. We will look at how our world economy functions today and what roots of it lay in the industrial revolution. We will examine why industrialization took off in Great Britain and compare and contrast it with the periods of industrialization that took place in Egypt and Japan. We will examine why the new wave of imperialism took place when it did, how it was tied to the Industrial Revolution, and how those who were colonized in places like Ghana and Vietnam resisted imperialists in subtle yet powerful ways. We will explore the psychological state of dual consciousness experienced by those who were colonized and how it continues to persist in our world today. Looking at how people responded to power 150 years ago, we will consider how we respond to power today.

Additionally, we will examine the political structure of our modern world and ask: where did nations, and subsequently nationalism, come from? During our semester together we will examine historical narratives through the lenses of communities, networks, and the production and distribution of resources. We will use these narratives and our growing set of historical-thinking skills to unpack our essential questions and begin to make sense of how history has shaped the world we live in.

EXCERPTED MATERIALS & TEXTS

Cynthia Stokes Brown, "The Industrial Revolution"
Eman M. Elshaikh, "Responses to Industrial Imperialism"
Jeff Spoden, "Conflict Over Natural Resources"
Trevor Getz, "Industrial Imperialism, the 'New' Imperialism"
Trevor Getz, "Japan's Industrial Revolution"
Trevor Getz, "Egypt's Industrial Revolution"
Eman M. Elshaikh, "Sovereignty"
Yuval Noah Harari, *Sapiens*
Malcolm F. Purinton, "Origins and Impacts of Nationalism"
Amy Elizabeth Robinson, "Dual Consciousness"
Chimamanda Adichie, "The Danger of a Single Story"
Various primary source selections, including maps, art, and literature
Selected podcasts

CIRCLE (Community, Identity, Relationships, Communication, Leadership, Ethics)

Our CIRCLE health and wellness class focuses on Social-Emotional Learning, personal identity development, interpersonal and relational skills, leadership, and ethical decision-making. The Outdoor Academy provides the students with the perfect learning lab to practice these skills within an intentional community so that they can apply them when they return to their home and school communities. In addition to our weekly Monday afternoon Community CIRCLE Meeting, where we gather together as a community of students and faculty to work through issues that naturally arise while living together, we meet at the end of the week on Friday to learn and practice specific skills or discuss a topic. Students are given a Health and Wellness credit for this class. Our efforts to create spaces and opportunities for adolescent social and emotional growth are supported by Eagle's Nest Foundation's mission to promote "the betterment of human character."

MAJOR TOPICS

Identity and Communication

- Glasser's Basic Needs
- Self-Awareness and Personal Identity
- Interpersonal Skills
- Positive Mental Health
- Mindfulness
- Self-Care
- Gender, Gender Spectrum, Sexual Orientation, Sexism, and Homophobia
- Resiliency
- Assertiveness
- Adolescent Brain Development
- Alcohol, Drugs, and the Adolescent Brain
- Developing a Healthy Relationship with Technology

Community and Relationships

- Giving and Receiving Feedback
- The Tragedy of the Commons
- Personal Boundaries and Consent
- Stages of Group Development
- How to Live Within a Community
- Preparing for a Relationship, Healthy vs. Unhealthy Relationships, Sexual Education, Sexual Harassment and Assault, Technology and Relationships, STIs and Protection
- Communication Styles, Assertiveness and Conflict Resolution
- Diversity, Equity, Inclusion, and Privilege
- Transition Home after OA

Leadership and Ethics

- Leadership Styles and Leader-of-the-Day
- Ethical Decision-Making
- Ethical Temptations and Dilemmas

OUTDOOR EDUCATION

"The Lessons we learn from the wild become the etiquette of Freedom. We can enjoy our humanity with its flashy brains and sexual buzz, its social cravings and stubborn tantrums, and take ourselves as no more and no less than another being in the Big Watershed. We can accept each other all as barefoot equals sleeping on the same ground ... A calm and clarity attends us in the moment we are wiping the grease off our hands between glancing up at the passing clouds. The wild requires that we learn all the terrain, nod to all the plants and animals and birds, ford the streams and cross the ridges, and tell a good story when we get back home."

-Gary Snyder

Students will spend approximately a quarter of their semester on a variety of expeditions in the mountains surrounding campus. Placed intentionally these experiences serve to broaden students' understanding of the natural world and their place within it while deepening their connection to each other and providing insight into who they are as individuals. Although in moments all expeditions present challenges, we seek to see the outdoors not as an obstacle to be conquered but instead as a force to be cherished and respected.

On expedition, students learn the technical skills required to live comfortably, communicate effectively, and manage risk carefully. But our primary focus is not on developing the perfect paddle stroke nor covering the most miles. We go to the woods to live deliberately in the company of others, to ask ourselves hard questions, and to refine the person we want to become. Students will build competence, courage, and compassion under the guidance of their faculty instructors and then take that knowledge with them back into their dorms and the campus community. Guided reflections, trek journals, and community conversations carry the learnings from the field back into our lives on campus, and CIRCLE lessons, science readings, and dinner conversations bring context to our experiences in the field. No previous experience is required, and by the end, most students leave with the baseline knowledge to plan their own adventures on foot.

In addition to off-campus expeditions, students participate in two Outdoor Education classes each week. The class aims to give students a well-rounded understanding of the work it takes to put together an expedition and expose them to a variety of outdoor pursuits while providing a dedicated venue for movement and physical activity. Students can expect a balance of expedition prep/cleanup, physical activity, and general outdoor pursuits.

Students will be exposed to preserving and packing food and organizing and maintaining equipment. Students will improve and/or maintain their fitness level by participating in group activities such as ultimate Frisbee, soccer, and yoga or by doing cardio and strength training workouts. Activities are inclusive and designed to accommodate all students.

APPALACHIAN CRAFT

The craft program at The Outdoor Academy is rooted in the deep history and heritage of the Blue Ridge Mountains. Craft 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.

Craft classes are small, which allows for focused instruction and feedback. Class offerings shift based on a variety of factors including teacher interest. In addition to the examples listed below, we have also taught the following classes in the past: *ceramics, wool felting and dying, home-grown garden craft, block printing, hide tanning, and stained glass*. Each semester students have the opportunity to explore diverse craft mediums both inside and outside our formal class.

BLACKSMITHING

This course gives students an opportunity to manipulate hot steel into useful implements. Our blacksmithing forge is in the woods and we tend to focus on process, practice, and patience. At the anvil, students use nineteenth-century tools and techniques to taper, bend, twist, and temper iron. Projects have included hooks, kitchen utensils, and fireplace tools.

SLOYD WOODCARVING

This course is designed to give students hands-on experience carving woodenware for the home using just a hatchet and carving knives. Most projects begin as salvaged timber from storm damage on campus or from our community. Logs are split into blanks using a froe and roughed shaped using a carving axe. Students refine the shape using sloyd carving knives and specific traditional carving techniques. The emphasis in this class is on using tools safely, understanding and executing good design, and continuously refining one's skills.

GREEN WOODWORKING

In woodworking, students glimpse another way of working wood and gain an intimate knowledge of wood as a building material. Students typically begin by splitting a freshly cut log using wedges and a froe into smaller, more usable sections of wood. Then, students shape that wood using a drawknife and a timeless work-holding device known as a shavehorse. Additionally, students may use a brace and bit, spokeshave, reamer, and tenon cutter to complete different tasks. Projects have included low stools, simple benches, and small tables.

QUILTING AND SEWING

This course allows students to explore the world of textiles and gain a solid foundation in sewing. First is an introduction to the various methods of cutting fabric and hand sewing. As class progresses, students learn to maintain and operate various models of sewing machines. After studying traditional and modern quilt designs, students focus the remaining class time on the creation of a small lap quilt.

BOOKBINDING

In bookbinding, students experience designing and making unique books and journals. Students begin by experimenting with making paper using traditional methods and exploring various design possibilities. Next, students learn a few methods of binding books using different stitching techniques and materials including leather, bookcloth, and wood. The emphasis in this class is on giving students the tools and confidence to express their creativity through hand-made paper crafts and books.

OTHER CURRICULAR COMPONENTS

BRIDGE

OA's three cross-curricular academic units are People and Place, Storytelling, and Ethics. Bridge provides an opportunity for students to further explore these themes as they knit together and build on parallel conversations from their English, science, and history classes. Students are asked to draw on their math, craft, wilderness, and community-building skills as well. Co-taught by all faculty members, the goal of the course is to spend time investigating our essential questions: What is the human relationship to place and how has it shaped our world? Why do humans tell stories and how have stories shaped our world? How should we live well in a place?

On-campus lab days allow us to approach these questions with a hyper-local lens. During off-campus field trips, Dupont State Recreational Forest, the Blue Ridge Parkway, and the cities of Brevard and Asheville become our classroom. A capstone project serves as both a demonstration of each student's learning and a culmination of their academic experience during their semester at OA. Life is interdisciplinary. Education should be too.

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 value in and of itself.

COMMUNITY LIFE

At The Outdoor Academy, we pay attention to 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 and celebrate differences while finding common ground.

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 Leader of the Day ensure that all students develop their personal leadership style, such as motivating the student group to express more gratitude, mediating a conflict between their peers, and implementing creative projects to enhance their semester experience.

After students have mastered the essential systems and skills to live in a community, they are given the freedom and responsibility to solve community problems, create new traditions, and focus the energy of the community.

SAMPLE WEEKDAY SCHEDULE

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 in cabins. Weekends offer a balance of structured group activities and free time.

7:00	Wake-up Bell & Morning Watch
7:30	Breakfast
8:15	World Language
9:30	Choice Period
10:05	Math
12:00	Chores & Lunch
1:15	Office Hours
1:50	World History
2:45	English & Science Blocks
4:45	Crafts
6:15	Dinner
7:20	Study Hall
9:00	Goodnight Circle
10:00	Lights Out

CURRICULAR CONSIDERATIONS

We **strongly recommend** that all interested students meet with their academic advisor while applying to The Outdoor Academy. School advisors can help you schedule your remaining classes, advise you on which semester would be best to study away, help you identify how credits will transfer to your transcript, and consider any additional coordination 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. The OA admissions office has worked with hundreds of schools over the years, and can help you figure this out as well.

Tuition Remittance for Private Schools

Tuition remittance is when a private 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 is important to check with your school to determine how OA tuition costs will be covered. Keep in mind that OA offers need-based financial aid. So, if your school does NOT remit tuition for the semester away, that does increase your need.

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, European History, German, etc.), please contact our Admissions Director OR 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 on the student. Note that, in most cases, OA cannot credit independent study courses and they will not appear on our transcript, and it is the responsibility of the student to arrange credits with their sending school.

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
- Able to work independently, 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 may have to sacrifice 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.

Students at The Outdoor Academy can receive Block credit for English, History, Spanish, Math 3, Art, and Environmental Science courses. 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.

Aside from Math 3, OA math classes are taught as a half credit. Because those classes are so content-specific, students pursuing a full year's credit will spend additional time to ensure preparedness to move into the next level of that class. 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 after OA. 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 at 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 and prepare for the AP exam (see the "Independent Study" section above).

School Assessment Forms

Enrolled students receive curriculum request forms for both Math and Spanish. The information should be completed either by the teacher at your sending school who will be teaching that course *during your semester at OA* or by the department chair at your school. These forms must be completed well before your semester in order to ensure OA will be able to offer your requested course.

THOUGHTS FROM PARENTS AND STUDENTS

"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

"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

"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."

-Parent, Atkins High School, Winston-Salem, 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."

-Parent, 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."

-Parent, Heathwood Hall, Columbia, SC

"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 1995-2022

FOUNDING SCHOOLS

Albuquerque Academy; Albuquerque, NM
Hume-Fogg Academic High School; Nashville, TN
Greensboro Day School; Greensboro, NC
The Lovett School; Atlanta, GA

Bolles School; Jacksonville, FL
University School of Nashville; Nashville, TN
Heathwood Hall Episcopal School; Columbia, SC

SENDING SCHOOLS

A.C. Flora High School; Columbia, SC / A.C. Reynolds High School; Asheville, NC / The Academy at Charlemont; Charlmont, MA / Alexander Hamilton Humanities Magnet; Los Angeles, CA / Alonzo & Tracy Mourning Senior High; North Miami, FL / 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 / Athens High School; Athens, OH / Atkins High School; Winston-Salem, NC / Atlanta International School; Atlanta, GA / Auckland Grammar School; Auckland, New Zealand / Austin High School; Austin, TX / 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 / Bradley-Bourbonnais Community High School; Bradley, IL / Brevard High School; Brevard, NC / Brewster Academy; Keene Valley, NY / Brimmer and May School; Wellesley, MA / Brooks School; North Andover, MA / Buckingham, Brown, & Nichols; Cambridge, MA / Broughton High School; Raleigh, NC / Bryn Mawr; Baltimore, MD / Buchholz High School; Gainesville, FL / Camden High School; Camden, SC / Canterbury School; St. Petersburg, FL / Carolina Day School; Asheville, NC / Carolina Friends School; Durham, NC / Carmel High School; Indianapolis, IN / Carrboro High School; Carrboro, NC / Cary High School; Cary, NC / Casco Bay High School; Portland, ME / Catlin Gable School; Portland, OR / Cedar Ridge High School; Hillsborough, NC / Central High School; St. Paul, MN / Chamblee Charter High School; Decatur, GA / Chapel Hill High School; Chapel Hill, NC / Charleston County School of the Arts; Charleston, SC / Charlotte Latin School; Charlotte, NC / Charlottesvill High School; Charlottesville, VA / Christ School; Arden, NC / Clayton High School; St. Louis, MO / The Collegiate School; Richmond, VA / Columbus School for Girls; Columbus, OH / 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; Oakland, 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 / Fox Chapel Area High School; Pittsburgh, PA / 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; Laytonville, MD / The Galloway School; Atlanta, GA / Gateway School; Brooklyn, NY / George Washington High School; Danville, VA / Georgetown Day School; Washington, DC / The Giff High School; St. John, VI Girls Preparatory School; Chattanooga, TN / Glenelg Country School; Glenelg, MD / Glenn High School; Westland, MI / Golden Eagle Charter School, Ashland, OR / Grace Church School; New York City, NY / Grace Christian School; Staunton, VA / Grady High School; Atlanta, GA / Grand County High School; Moab, UT / The Grauer School; Encinitas, CA / Great Valley High School; Phoenixville, PA / Green Hope High School; Cary, NC / Grimsley Senior High School; Greensboro, NC / Gulliver Preparatory; Miami, FL / Harpeth Hall; Nashville, TN / Hanover High School; Hanover, NH / Harrison High School; Lafayette, IN / Hampton Roads Academy; Williamsburg, VA / 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 Is, SC / The Hockaday School; Dallas, TX / Holton-Arms; Washington, DC / Homeschools / Hot Springs High School; Hot Springs, AR / Howard Blake High School; Tampa, FL / Hunterdon Central High School; Whitehouse Station, NJ / Indian Springs School; Indian Springs, AL / Irvington High School; Irvington, NY / Isleboro Central School; Belfast, ME / 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 / Julia R. Masterson School; Philadelphia, PA / Kearsarge Regional High School; North Sutton, NH / Kentucky Country Day School; Louisville, KY / Key West High School; Key West, FL / Keystone High School; Jacksonville, FL / Kimball Union Academy; Meriden, NH / Kimberton Waldorf School; Kimberton, PA / 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 / Lexington High School; Lexington, MA / 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 / Madison Early College High School; Marshall, NC / 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 / Miami Beach Senior High School; Miami Beach, FL / Miami Arts Charter; Miami, FL / Miami Palmetto Senior High; Miami, FL / Middlebury Union High School; Weybridge, VT / Mill Springs Academy, Alpharetta, GA / Mills E. Godwin High

School; Richmond, VA / Milton High School; Alpharetta, GA / Montgomery Blair High School; Silver Spring, MD / Montverde Friends School; Montverde, Costa Rica / Mountain Brook High School; Birmingham, AL / Mountain Heritage High School; Burnsville, NC / Mount Airy High School; Mount Airy, NC / Mount Pleasant High School; Wilmington, DE / Mount Mansfield High School; Jericho, VT / Mt. Tabor High School; Winston-Salem, NC / Myers Park High School; Charlotte, NC / Mukwonago High School; Eagle, WI / Nashville School of the Arts; Nashville, TN / Nauset Regional High School; Eastham, MA / Needham Broughton High School; Raleigh, NC / Nelson County High School; Lovingson, VA / The New School; Atlanta, GA / Newark Academy; Morristown, NJ / New Garden Friends School; Greensboro, NC / New Caanan High School; New Caanan, CT / New Hope Solebury High School; New Hope, PA / North Atlanta High School; Atlanta, GA / North Buncombe High School; Weaverville, NC / North Mecklenburg High School; Davidson, NC / North Springs High School; Atlanta, GA / Northwest Guilford High School; Greensboro, NC / Nova High School; Seattle, WA / The Oakwood School; Greenville, 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 / Odyssey Community School; Asheville, NC / Owen High School; Hendersonville, NC / Oxford School; Oxford, MS / 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 / Palo Alto High School; Palo Alto, CA / Panther Creek High School; Morrisville, NC / Parkland High School; Winston-Salem, NC / Parkview High School; Lilburn, GA / Parry McCluer High School; Buena Vista, VA / Pembroke Pines Charter School; Miramar, FL / Phillip J Weaver Academy; Greensboro, NC / 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 / Rio Americano High School; Sacramento, CA / River Mill Charter School; Graham, NC / Riverside High School; Durham, 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 / Roxborro Community School; Bahama, NC / Rudolf Steiner High School; Ann Arbor, MI / 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. Patrick High School; Fayetteville, NC / 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. Louis Park; St. Louis Park, MN / St. Paul Conservatory for the Performing Arts; Minneapolis, MN / 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 / School of Inquiry and Life Sciences; Asheville, NC / Skyline High School; Salt Lake City, UT / Southwest Miami Senior High; Miami, FL / Spanish River High School; Boca Raton, FL / Spartanburg High School; Spartanburg, SC / Spruce Creek High School; Ormond Beach, FL / Statesville High School; Statesville, NC / Stoneman Douglas High School; Parkland, FL / Stuart Hall High School; San Francisco, CA / Summit School; Winston-Salem, NC / Tampa Preparatory School; Tampa, FL Tamasssee-Salem High School; Salem, SC / Tappan Zee High School; Orangeburg, NY / T.C. Roberson High School; Asheville, NC / Thomas Jefferson Classical Academy; Tryon, NC / Trilogy School; Gainesville, FL / Trinity Collegiate School; Darlington, SC / Trinity Preparatory School; Orlando, FL / Trinity School; of Durham and Chapel Hill; Durham, NC / Tucker High School; Tucker, GA / Tuscola High School; Waynesville, NC / University City High School; St. Louis, MO / University of Chicago Lab School; Chicago, IL / UNC School of the Arts; Winston-Salem, NC / Villa Duchesne High School; St. Louis, MO / Walter Williams High School; Snow Camp, NC / 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 Henderson High School; Hendersonville, NC / West High School; Knoxville, TN / West Potomac High School; Alexandria, VA / The Westminster Schools; Atlanta, GA / William A Hough High School; Davidson, NC / William Henry Harrison High School; Lafayette, IN / Wilson High School; Washington, DC / Windsor Forest High School; Savannah, GA / Winona Senior High School; Winona, MN / Winston Churchill High School; Potomac, MD / Winter Park High School; Winter Park, FL / Woodward Academy; Atlanta, GA / Woodrow Wilson High School; Washington, DC

**** Some sending schools may not be on this list. Please call the office if you want to find out if your school has ever sent students to The Outdoor Academy.*

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 spirit, 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 for 10th and 11th graders, accredited by Cognia. 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 creative arts. The Outdoor Academy enrolls up to 28 students during the fall and spring semesters. In this close-knit community, students and faculty develop a greater sense of personal and environmental responsibility by working together with a common purpose.



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, spiritual values, and self-realization. Eagle's Nest sponsors a culturally diverse international community. Our intention is to build skills of simple living and self-sufficiency while committing to personal responsibility to all communities.



HANTE ADVENTURES

The Hante program 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. Hante's goal is to bring participants closer to the natural world through a direct experience of wilderness and diverse communities. Past Hante Adventures include: Australia, Costa Rica, Idaho, Alaska, Costa Rica, West Africa, The British Isles, West Virginia Climbs, Montana Bike Trek, Canadian Canoe Trek, Paleo Mexico, and many others.



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A program of Eagle's Nest Foundation • Chartered non-profit since 1950
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