

THE OUTDOOR ACADEMY CURRICULUM GUIDE



A Semester School for 10th and 11th Graders
Since 1995
43 Hart Rd, Pisgah Forest, NC 28768

FOR THE 2025-26
ACADEMIC YEAR

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INTRODUCTION

The Outdoor Academy is an accredited, academic semester boarding school for 10th and 11th graders. Since 1995, over 1300 students have come to our campus from across the country and around the world to engage deeply in their own education. Today, OA provides students with a versatile and valuable set of skills that prepares them to be resilient citizens of the 21st century through four key Cornerstones: **Intellect, Environment, Craft, and Community**. Through this interdisciplinary lens, OA prepares students not only for college but for lifelong learning.

Intellect: Through a rigorous and integrated academic curriculum, students are encouraged to take ownership of their education and ask the questions that develop those key skills of critical thinking, collaboration, communication, and creativity. Our school's accreditation through [Cognia](#) certifies that the academic program meets curricular and institutional standards of excellence and that credits earned are honored at schools across the country. Students who have attended OA have later enrolled at many prestigious colleges and universities including Bates, Bowdoin, Brown, Cal Tech, Cambridge, Colorado College, Columbia, Cornell, Dartmouth, Davidson, Duke, Harvard, Middlebury, Oberlin, Princeton, Smith, Stanford, Swarthmore, University of Pennsylvania, University of Virginia, and Yale.

Environment: Our environmental education curriculum empowers students to find their place in the world, create practical and sustainable solutions, and effect positive change. At The Outdoor Academy, we do this by exploring our setting in the beautiful Blue Ridge Mountains of Western North Carolina. Classes in English, mathematics, science, history, language, and crafts are taught both in the classroom and in the forest. Our outdoor programming - which constitutes nearly a quarter of the semester - teaches camp skills, backpacking, canoeing, and rock climbing as a vehicle for leadership and team development, as well as 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.

Craft: The Outdoor Academy asks students to strive for quality in all that we do, especially in Craft courses. Thus, 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 music. By emphasizing the craft of our both hands and minds, students learn to take true responsibility for their work, their education, and their lives.

Community: Finally, each of the other three Cornerstones is situated within our small, intentional community of students and faculty. 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.



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 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 four weeks on outdoor expeditions.

Admissions Information

Over the past 28 years, The Outdoor Academy has enrolled over 1300 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. Credit weights can vary based upon a sending school's schedule (i.e. traditional bimester, block, trimester, etc). All OA students participate in the following academic courses:

English: Sense of Place & Sense of Self

Environmental Science: Ecosystems & Societies

U.S. History: Wilderness Redefined

or World History: Humans & Environments, Narratives & Nationalism

Physical Education & Outdoor Leadership

Art: Appalachian Craft

Health & Wellness

Based on curricular needs and scheduling, students may also choose two of the following courses:

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

Spanish: Levels I and above or Independent Language Study

Nature Writing 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.

In addition to the classes above, all students participate in the following curricular components (additional information on pages 17-18):

- **Bridge:** Once a week our English, Environmental Science, US History, and World History classes merge together and move off campus into our surrounding community for an afternoon of hands-on, transdisciplinary investigation. During this time, students explore the various ways in which our two cross curricular units, Human Ecology and Storytelling, manifest in our world. Bridge also allows students the time to speak, interview, and consult with various local experts. While Bridge is not a distinct credit-bearing course, students' participation and work during this time is crucial and is reflected in their English, Environmental Science, World History, and US History course grades. A Bridge capstone project serves as both a demonstration of each student's learning from the semester and a culmination of their academic experience during their semester at OA.
- **CIRCLE & Community Curriculum:** Our Dean of Students and Residential Life faculty teach a comprehensive course focusing on Community, Identity, Relationships, Communication, Leadership, and Ethics (see course syllabus on pg 15). Additionally, Community Meeting time, dorm discussions, and special workshops cover topics such as healthy relationships, diversity & privilege, leadership styles, group dynamics, and conflict resolution. Students can earn a half-year Health & Wellness credit from this curriculum.
- **Outdoor Education and Wilderness Activities:** Students earn Physical Education/Outdoor Leadership credit through regular participation in sports activities and our wilderness program. Specific activities include rock climbing, whitewater paddling, backpacking, and team sports like Ultimate Frisbee.
- **Work Crew:** Students participate in Work Crew alongside our faculty. Weekly projects include splitting firewood for our wood stoves, maintaining campus trails, working in the garden that provides a portion of our seasonal produce, and many more. Students may receive 30-50 community service hours for their work on campus and in the larger community.

Academic Policies:

- **Independent Studies:** Students needing to take 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 OA class



schedule. Independent studies need to be approved by the Dean of Academics prior to the OA semester.

- **Standardized Tests:** Students should plan to take standardized tests (PSAT, SAT, SSAT, AP exams, etc.) before or after their OA semester if possible. Requests to take standardized tests during the semester should be directed to the Dean of Academics. OA cannot guarantee that access to these tests will be available due to the semester schedule.
- **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 certain 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 final written comments 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.



COURSE DESCRIPTIONS

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

ENGLISH: SENSE OF PLACE & SENSE OF SELF

This discussion and writing-based course explores the relationship between humans and environments and the power of storytelling. During our semester, students will explore their sense of self through engaging in free writing, the art of observation, and short creative writing pieces. Students will consult an inclusive set of short stories, essays, and poetry, culminating in student-driven Socratic seminars that will allow students to, collectively, uncover a more complicated and nuanced understanding of the connection between humans, environments, home, identity, and place.

As we move into our storytelling unit students will read and analyze powerful stories while exploring the neuroscience of storytelling to better understand the power and effect well-crafted stories have on us. Early in the semester, students will begin to familiarize themselves with the practice of observation and the art of recording vivid and descriptive observations in their writer's notebook. At the end of our unit, we will turn the lens back on ourselves with a focus on poetry and writers' workshops in which students dive head-first into the creative writing process. Here, students utilize their practiced skills in observation and newfound storytelling knowledge to produce a portfolio of poetry that captures the stories they have to tell.

EXCERPTED TEXTS:

Ann Lamott, "Looking Around" and other excerpts from *Bird by Bird*
David Haskell, "Earthstar" from *The Forest Unseen*
Sherry Simpson, "The Undiscovered Place"
Camille Dungy, "Tales of a Black Girl on Fire"
Katherine Schulten, "Writer's Voice"
Terry Tempest Williams, "Clan of One Breasted Women"
Tommy Orange, "Prologue" from *There, There*
Mohsin Hamid, "Of Windows and Doors"
Tim O'Brien, "How To Tell a True War Story" from *The Things They Carried*
Kei Miller, *The Cartographer Tries to Map a Way to Zion*
Annie Murphy Paul, "Your Brain on Fiction"
Marina Keegan, "Bygones"
Rupi Kaur, "Productivity Anxiety"
Mary Oliver, "The Moths"
Hanif Abdurraqib, "Poems from an email exchange"
Ilya Kaminsky, "We Lived Happily During the War"
bell hooks, *Appalachian Elegy*
Emily Dickinson, "I heard a Fly buzz - when I died"

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



ENVIRONMENTAL SCIENCE: ECOSYSTEMS & SOCIETIES

In this course, students will acquire the skills for identifying and solving environmental issues. Students will investigate the natural world, climate change, land use and stewardship, environmental justice, and the cumulative impacts of individual choices. By examining the Southern Appalachian region for local examples of global patterns, we will actively strive to understand the complexity of the ecological, social, economic, political, and personal webs surrounding present-day environmental discussions and decision-making. Students will acquire skills to ask scientific questions and analyze their surroundings to answer them, think critically about complex local and global issues, and find creative solutions.

The foundational text for this course is Robin Wall Kimmerer's nonfiction book *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Through this text, students gain an understanding of ecological systems while simultaneously deepening their connection to the world around them. A day in science class at OA ranges from in-depth discussions of that day's reading, to time spent in our on-campus garden investigating how compost is utilized to create closed systems, to explorations of our expansive trail system identifying trees and exploring the history of logging in our region.

Ultimately, students will utilize scientific thinking and inquiry to investigate humans' role in shaping our environment while simultaneously being empowered to find 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*

Paul Crutzen, "Geology of Mankind"

David R. Boyd, *The Rights of Nature: A Legal Revolution That Could Save the World*

Selected articles from the Environmental Protection Agency, National Oceanic and Atmospheric Administration, National Resources Defense Council

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, investigate how to critically and logically approach problems, collaborate and communicate mathematical ideas, and understand more of the surrounding world through mathematics. Emphasis is placed 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. Courses question what math is, math's importance to humans, and why we learn math, while also delving into fun and diverse topics such as topology and abstract algebra. Students will leave understanding math as a more holistic and applicable discipline, integral to communication and creation in our world.

Class discussions, cooperative projects, oral presentations, building opportunities, creating mathematical models out of various materials, writing, as well as traditional coursework, are all part of the OA math curriculum. Classes use technology when appropriate and learn how to be conscientious about its opportunities and confines.

The majority of students attending The Outdoor Academy are enrolled in Algebra II, Geometry, PreCalculus, or Math 3. On occasion, The Outdoor Academy has also offered other math courses based on student needs and staff availability. If an applicant's math requirement is not included in the courses listed, the student can 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 Admissions Director and 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; and quadratic functions. Spring semester studies typically include: powers, roots, and radicals; polynomials; exponential, logarithmic functions and compound interest; parabolas; and intro to trigonometry. Both semesters emphasize practical applications of concepts.

TEXT

Algebra 2, Larson, Boswell, Kanold, and Stiff; McDougal Littell, 2004

Basic 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;



introduction 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

Basic calculator highly recommended

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. Fall semester studies typically include: Trigonometry; power functions; polynomials; exponential and logarithmic functions; and parametric equations. Spring semester studies typically include: Trigonometry, sequences and series; probability; and introduction to Calculus.

TEXTS

Advanced Mathematical Concepts: Precalculus with Applications, Glencoe, 2006

Precalculus with Trigonometry, Paul Foerster, 2007

Basic calculator highly recommended

MATH 3

This full credit/block course covers the standard 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 during the year they will be 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

OA's immersion-style Spanish courses pursue the goal of learning to understand the Spanish language through the exploration of community, identity, culture, and craft. Students arrive at Spanish class each day ready for a wide variety of activities, from yoga class to a guest speaker's presentation to a trip to the local Hispanic community market, all with a focus on hearing the language spoken and practicing its use in practical application. These activities develop communication skills appropriate for different levels in interpretation, interpersonal communication, and presentation, 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, personalized class setting supports students to progress through their objectives, connecting their Spanish class to other OA coursework while preparing them to transition home with experience on level with their sending school classmates. Levels II and III are structured to help students pull together all the elements studied in previous classes, emphasizing grammatical construction, while applying the use of the Spanish language to their experiences at OA. Levels IV and above are based on more focused analysis of written Spanish, with the measurable goal of holding conversations in a variety of contexts with supporting details, probing questions, and successfully navigating complications in familiar topics.

Spanish courses utilize a variety of texts, poetry, songs, musical productions, films, extracts from plays and novels, and current material from newspapers, magazines, and other online sources. Students receive assignments that include grammar, vocabulary and verb use, evaluative and creative writing, reading, and informal journaling. 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 and our school campus.
- Connecting 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. Evaluations often take the shape of student-organized productions: a play, a world market with lunch and presentations, a community talent show, etc.

INDEPENDENT STUDIES IN WORLD LANGUAGES

While Spanish is our only formal language course, students can also pursue independent studies in other world languages if necessary. Through online courses and/or studies directed by sending schools, OA students have successfully completed the coursework needed to stay on track in French, Mandarin, Latin, Hebrew, German, and other world languages. Please contact our Admissions Director or the Dean of Academics to discuss this option.



UNITED STATES HISTORY: 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 as Americans began to think of themselves as "Americans," they successfully tamed the wild spaces that had previously been their adversaries. This taming of North America happened concurrently with a war between the North and South that shaped America's identity and relationship to race and justice. And looming over all of American History is the knowledge that a people existed and continue to exist in these "wild" spaces before the arrival of Europeans.

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 of Indigenous Americans, their experiences and course through US History, and the ways that they drove/drive their own lives. Additionally, students will 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 civics concepts

TOPICS OF STUDY:

- Pre-Columbian Peoples of North America
- American relationships with Wilderness
- European Colonialism
- Wars That Reshaped Us: The Revolution & Civil War
- Modernization & National Parks

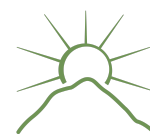
EXCERPTED TEXTS:

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

David Treuer, *Heartbeat of Wounded Knee*

Howard Zinn, *A People's History of the United States*

Primary source selections: including speeches, art, and literature



WORLD HISTORY: HUMANS & ENVIRONMENTS, NARRATIVES & NATIONALISM

World History is the story of humans and place, the extraction of resources, change and continuity, storytelling, oppression, and 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 "single stories" that have dominated history for so long.

In this course, history is something we do, not something we read. Throughout our course, we will use practices and tools employed by historians to analyze primary sources and narratives. This way of studying history will help us better understand how to live in our modern world and how to be more critical in our understanding of how things have come to be. In all of our work, we will use the lenses of communities, networks, and the production and distribution of resources to guide us.

Our first unit will explore Human Ecology: the study of the relationship between humans and their environments. How have human communities shaped their environments? How have environments shaped human communities? What are the different ways in which humans engage with their environments? What can we learn from the past and present? We will begin our exploration with a rigorous analysis of primary sources across the globe and time, including: "How did the Ancient Egyptians Use the Nile River to Gain Resources"; "How did Enslaved Africans Experience the Transatlantic Slave Trade"; "How did Trade Promote Cultural Diffusion Along the Silk Road"; "How was Free-Market Capitalism Supposed to Work?" We will continue our exploration with a deep dive into the First Agricultural and the Industrial Revolutions to see how the changing way in which humans got food and produced and distributed things would shape our relationship to land and each other.

Our second unit will focus on the function of Storytelling. Why do humans tell stories? What is the function of stories and what is their impact on communities, environments, and our world? What is the danger of stories? We will look to history to better understand why stories and causes have captivated the human imagination in order better to understand our world, human communities, and ourselves.

EXCERPTED MATERIALS & TEXTS

Primary sources: photographs, ancient tools, maps, art, speeches, journal entries, literature, etc.

Yuval Noah Harari, Selected excerpts from *Sapiens*

Clive Ponting, Selected excerpts from "A New Green History"

Rutger Bregman, Selected excerpts from *Humankind: A Hopeful History*

Cynthia Stokes Brown, "The Industrial Revolution"

Bennett Sherry, "The Global Transformations of the Industrial Revolution"

Andalusia Knoll Soloff, "The Trouble with Globalization"

Jeff Spoden, "Conflict Over Natural Resources"

Trevor Getz, "Japan's Industrial Revolution", "Scale of the Industrial Revolution"

Malcolm F. Purinton, "Origins and Impacts of Nationalism"

Chimamanda Adichie, "The Danger of a Single Story"

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



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

Our CIRCLE Health & 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 Community 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 & 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



PHYSICAL EDUCATION & OUTDOOR LEADERSHIP

"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.

Additionally, 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 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. Each semester students have the opportunity to explore diverse craft mediums both inside and outside our formal class offerings.

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 campus or our community. Logs are split into blanks using a froe and roughed shaped using a carving ax. 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.

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.

In addition to the above examples, we have also taught the following classes in the past: ceramics, music, crocheting and knitting, wool felting and dying, home-grown garden craft, block printing, hide tanning, cooking, and stained glass.



NATURE WRITING

This elective course offers students an individually-tailored curriculum to encourage their growth as both “nature writers” and as ecocritics. After an introduction to nature writing and ecocriticism more broadly, students will then propose a central question or theme to explore. Through weekly readings and exercises, written responses, and discussions with peers and faculty, students will explore their essential questions and connections to the environment.

This course is set up like an independent study. Students will meet weekly with their dedicated advisor to create and adhere to their individualized benchmarks and assignment timelines. Assignments primarily take the form of weekly readings and written reflections. Students will also complete a number of sensory enhancement experiences of their own design to inform their writing. Additionally, they will periodically engage with their peers and faculty to share and discuss their work. All notes, musings, questions and drafts will be kept in a personal field journal.

Students can elect to take this class in place of a math or language credit, and can choose to either receive credit or audit it. In order to receive credit, students must submit a final portfolio to their advisor as demonstration of their learning and progress over the course of the semester.

SAMPLE AUTHORS

Wendell Berry
Jamaica Kincaid
Alice Walker
Annie Dillard
Edward Abbey
Barry Lopez
Everlyn White
Terry Tempest Williams



ADDITIONAL CURRICULAR COMPONENTS

BRIDGE

Life is transdisciplinary. Your education should be, too.

Once a week our English, Environmental Science, US History, and World History classes merge together and move off campus into our surrounding communities for an afternoon of hands-on, transdisciplinary investigation. During this time our communities become our classroom and students get to explore the various ways in which Human Ecology manifests in our world.

Bridge gives students the time to speak, interview, and consult with various experts. It also provides an opportunity for students to further explore the interdisciplinary questions that knit each of their OA classes together. Students may also be asked to draw on their math, craft, wilderness, and community-building skills. This key curricular component is co-taught by all faculty members alongside local community members and various experts.

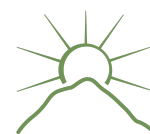
EXAMPLE BRIDGE SCHEDULE

- Week 1: Exploring Origin Stories in Dupont State Forest
- Week 2: Grazer's Glade Farm
- Week 3: Transylvania County Solid Waste Department with Director Kenn Webb
- Week 4: Constructed Nature at The Blue Ridge Parkway
- Week 5: The Trouble with Wilderness panel discussion in Pisgah National Forest
- Week 6: Our Built Environments with Brevard City Planner
- Week 7: Tour of the Burton Street Community in Asheville, NC with Hood Huggers International
- Week 8: Journalism and Intro to Final Projects
- Week 9: Live Storytelling Event at The Moth in Asheville, NC
- Weeks 10 & 11: Final Projects

While Bridge is not a distinct credit-bearing course, students' participation and work during this time is crucial and is reflected in their bridged course grades. A final capstone project serves as both a demonstration of each student's learning from the semester and a culmination of their academic semester experience at OA.

WORK CREW

Work Crew is an integral component of the OA 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 and dish crews. Staff and student crews split firewood, tend the gardens, maintain our forest trails, and generally care for our campus home. 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.

Formal leadership roles like the Leader of the Week 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. 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.

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.



FAQ & ADDITIONAL INFORMATION

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

Yes, and you will receive an official transcript at the end of your semester. The Outdoor Academy was one of the first semester schools to become fully accredited as an independent private school. OA is accredited by Cognia. Since you will be taking a complete semester of honors-level courses including English, science, history, and electives, and your school can accept 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 markings.

Who are the teachers at The Outdoor Academy?

Most OA faculty hold advanced 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 new students each semester.

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

We **strongly recommend** that all interested students talk with both the OA Admissions Director and their home academic advisor while applying to The Outdoor Academy. School advisors can assist in scheduling your remaining classes, advise you on which semester would be best to study away, help identify how credits will transfer to your transcript, and consider any additional coordination that may be required in order to attend OA. For example, you may find that in order to study away for a semester, you need to rearrange some classes in your 11th and 12th grade schedules. The OA Admissions Team has worked with hundreds of schools over the years, and can help you figure this out as well.

OA's Spanish and math courses aim to correlate to sending school courses whenever possible. Enrolled students receive curriculum request forms for each of these courses. These forms can 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 head at your school. Your OA teachers will use the submitted information to help you stay on track with your peers and experience a smooth academic transition home.

English and Environmental Science take their own direction at The Outdoor Academy, as they focus on the human relationship to place and the power of story in the Southern Appalachians and the world at large. In English class, students explore these themes by way of a diverse and inclusive collection of readings and through consistent exploration of their own experience. Environmental Science is a



field-based course exploring our local public lands 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.

How does it work if my school is on a trimester or semester/block schedule?

There are many different types of schedules. Aside from a traditional bimester or trimester, the two most common are *Traditional* and *A/B Block*. Traditional block scheduling means that students take their core academic classes 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 full credit for each. A/B Block scheduling means that students have a rotating daily schedule, but core academic classes span over the course of an entire year, rather than just one semester. Some schools may also have a combination of these schedules, or something entirely different.

For those students on traditional or combination block scheduling, we are able to provide up to five full course credits.

- All students take English, Environmental Science, and either US or World History. The content covered in those courses is equivalent to a year's worth of curriculum and will allow a student to seamlessly step into the next course level at their sending school.
- Students may also receive one block or two half-year/elective courses from their PE/Outdoor Education, Art/Appalachian Craft, and Health & Wellness courses. Students will still participate in Craft, outdoor programming, and leadership-building activities regardless of the credit awarded.
- Students on a block schedule will need to choose to take *either* Math or Spanish/Language Independent Study during their semester at OA. The other can be taken during the semester you are at home. Because these courses are so content-specific, we must dedicate two class periods to cover one year's worth of curriculum during the semester. We have found that it generally is easiest to take your sending school's block math course during your semester at home.

If you have any questions about sending school schedules or the credits earned at OA, please contact our Admissions Director or Dean of Academics.

What if I need a specific credit on my transcript?

Some sending schools may request 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 it is aligned with the curriculum. Let us know how we can help!



Do I need to withdraw from public school?

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 will then re-register as a student. Please check with your advisor and school registrar to complete any required paperwork. The Admissions Office will happily provide your sending school with an Enrollment Confirmation letter including semester dates and official documentation of your attendance at OA.

How do Independent Studies work?

If you are looking to take a course not offered in this Curriculum Guide, please contact our Admissions Director or Dean of Academics to discuss your options. Pending approval from OA administrators, students may take online courses, hire personal tutors, or work with their sending school teachers to create an Independent Study curriculum. Your OA advisor or Academic Dean 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 this course will often 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.

Do you offer Honors and Advanced Placement courses?

All of OA’s courses are taught at the honors level, which indicates the high level of engagement required for their assignments and college-style seminars. 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 and prepare for the AP exam either on their own time or during a study period in their OA schedule (see the “Independent Study” section above). Other students choose to switch which years they take APs in order to attend OA.



What will my school days look like at OA?

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, and are mostly planned by students with support from Residential Life faculty.

Example Weekday Schedule:

7:30	Morning Watch & Chores	2:00	Science
8:00	Breakfast	3:15	English
9:00	Spanish	4:30	US History
10:00	Choice Period	6:15	Dinner
11:00	Algebra II	7:30	Study Hall
12:15	Lunch	9:00	Goodnight Circle & Cabin Time
1:15	Office Hours & Choice Time	10:00	Lights Out

Other daily schedules will combine academic classes with Craft, Community Meeting, Bridge, Work Crew, etc.



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."

- Parent, 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 1995-2025

FOUNDING SCHOOLS

Albuquerque Academy (NM)
Heathwood Hall Episcopal School (SC)
Hume-Fogg Academic High School (TN)
Greensboro Day School (NC)
The Bolles School (FL)

The Lovett School (GA)
University School of Nashville (TN)

SENDING SCHOOLS

**** This is an extensive but non-comprehensive list. Please contact the OA Admissions Office if you are not sure whether students from your school have ever attended The Outdoor Academy.**

A&M Consolidated High School (TX); A.C Flora High School (SC); A.C Reynolds High School (NC); Academy at Charlemont (MA); Agnes Irwin School (PA); Albuquerque Academy (NM); Aldo Leopold Charter School (NM); Alexander Hamilton Humanities Magnet (CA); Alonzo and Tracy Mourning Senior High School (FL); Alta Vista Alternative High School (CA); American School Foundation (Mexico); American School in Switzerland (Switzerland); American School of Madrid (Spain); Amherst Regional High School (MA); Andover High School (MA); Annie Wright School (WA); Apex Friendship High School (NC); Apex High School (NC); Arizona State University Prep Digital (AZ); Arthur Morgan School (NC); Artspace Charter School (NC); Asheville High School (NC); Athens High School (OH); Atkins High School (NC); Atlanta International School (GA); Auckland Grammar School (New Zealand); Austin High School (TX); Bangor High School (ME); Barrington High School (IL); Baton Rouge Magnet High School (LA); Bay School (CA); Baylor School (TN); Beacon Academy (IL); Ben Franklin Academy (GA); Berkeley High School (CA); Berkeley Springs High School (WV); Bethesda-Chevy Chase High School (MD); Blacksburg High School (VA); Bolles School (FL); BORG/The American School (Slovakia); Bosque School (NM); Boulder High School (CO); Bowdon High School (GA); Boyle County High School (KY); Bradley-Bourbonnais Community High School (IL); Brearley School (NY); Brentwood Academy (TN); Brentwood College School (Canada); Brevard High School (NC); Brewster Academy (NH); Brimmer and May School (MA); Brookline High School (MA); Brooks School (MA); Broughton High School (NC); Bryn Mawr (MD); Buchholz High School (FL); Buckingham, Browne, & Nichols (MA); Burlington High School (VT); Cambridge Rindge and Latin School (MA); Cambridge-Isanti High School (MN); Camden High School (SC); Camden Hills Regional High School (ME); Canterbury School (FL); Capital High School (WV); Cardinal Gibbons High School (NC); Carmel Catholic High School (IL); Carmel High School (IN); Carolina Day School (NC); Carolina Friends School (NC); Carrboro High School (NC); Cary Academy (NC); Cary High School (NC); Casco Bay High School (ME); Catlin Gabel School (OR); Cedar Ridge High School (NC); Central High School (MN); Central High School (NC); Century High School (MN); Chamblee Charter High School (GA); Chapel Hill High School (NC); Charleston County School of the Arts (SC); Charlotte Latin School (NC); Charlottesville High School (VA); Christ School (NC); Christian Brothers Academy (NY); Classical High School (RI); Clayton High School (MO); Coffee County Central School (TN); Collegiate School (VA); Colorado Rocky Mountain School (CO); Columbia River High School (WA); Columbus Academy (OH); Columbus School for Girls (OH); Community High School (TN); Conestoga High School (PA); Connections Visual and Performing Arts Academy (CA); Coral Gables Senior High School (FL); Corvallis High School (OR); Cox High School (VA); Crescent Valley High School (OR); Crisp County High School (GA); Croton-Harmon High School (NY); D.W Daniel High School (SC); Decatur High School (GA); Deerfield Academy (MD); Dekalb School of the Arts (GA); Denver Academy (CO); DePaul College Prep (IL); deToledo High School (CA); Discovery High School (NC); Dreher High School (SC); Druid Hills High School (GA); Dunwoody High School (GA); Durham Academy (NC); Durham School of the Arts (NC); E.C Glass High School (VA); Eagle hill School (MA); East Chapel Hill High School (NC); East Rutherford High School (NC); East Syracuse Minoa-Central High School (NY); East Wilkes High School (NC); Eastside High School (FL); Eastside Preparatory School (WA); Edmund Burke School (DC); El Cerrito High School (CA); Eleanor Roosevelt High School (MD); Elkins High School (WV); Emerson Waldorf School (NC); Eno River Academy (NC); Ensworth High School (TN); Episcopal High School (FL); Etna High School (CA); Father Lopez High School (FL); First Flight High School (NC); Fletcher School (NC); Fletcher Senior High School (FL); Forsyth Country Day School (NC); Fort Mill High School (SC); Fox Chapel Area High School (PA); Francis W. Parker Charter School (MA); Franklin High School (TN); Franklin School of Innovation (NC); Frederica Academy (GA); Freedom High School (NC); Friends



School of Baltimore (MD); Gainesville High School (FL); Gaithersburg High School (MD); Galloway School (GA); George Mason High School (VA); George Stevens Academy (ME); George Washington High School (VA); Georgetown Day School (DC); Giffit Hill School (VI); Girls Preparatory School (TN); Glenelg Country School (MD); Glenn High School (MI); Golden Eagle Charter School (OR); Grace Christian School (VA); Grace Church School (NY); Grand County High School (UT); Grauer School (CA); Great Valley High School (PA); Green Hope High School (NC); Greensboro Day School (NC); Greenwood High School (KY); Grimsley High School (NC); Gulliver Preparatory (FL); H.B Plant High School (FL); Hackley School (NY); Hamden High School (CT); Hampton Roads Academy (VA); Hanover High School (NH); Harpeth Hall School (TN); Harrison High School (IN); Harvey School (NY); Harwood Union High School (VT); Hawbridge School (NC); Heathwood Hall Episcopal School (SC); Helena High School (MT); Hendersonville High School (NC); Heritage High School (GA); Hertford County High School (NC); Hickory High School (NC); Highland Park High School (IL); Hillsboro High School (TN); Hillsborough High School (FL); Hillsdale High School (CA); Hilton Head Christian Academy (SC); Hilton Head High School (SC); Hockaday School (TX); Holton-Arms School (MD); Holy Innocents' Episcopal School (GA); Hot Springs High School (AR); Howard Blake High School (FL); Hume-Fogg Academic High School (TN); Hunterdon Central Regional High School (NJ); IC Imagine Public Charter School (NC); Indian Springs School (AL); Insight Colearning Center (NC); Interlochen Arts Academy (MI); Irvington High School (NY); Isleboro Central School (ME); J.F Kennedy High School (MD); J.H Rose High School (NC); J.T Hoggard High School (NC); Jackson-Reed High School (DC); James Island Charter School (SC); Jamesville-Dewitt High School (NY); Jefferson County High School (TN); Jefferson High School (TN); Johns Creek High School (GA); Julia R. Masterman High School (PA); Kearsarge Regional High School (NH); Kennesaw Mountain High School (GA); Kentucky Country Day School (KY); Key West High School (FL); Keystone High School (FL); Keystone School (TX); Kimball Union Academy (NH); Kimberton Waldorf School (PA); King's Academy (FL); Kohler High School (WI); Laguna Blanca School (CA); Lake Brantley High School (FL); Lake Norman High School (NC); Lakeside High School (GA); Lander Valley High School (WY); Las Lomas High School (CA); Latin School of Chicago (IL); Le Jardin Academy (HI); Leffell School (NY); Leon High School (FL); Lexington High School (MA); Lima Central Catholic High School (OH); Lofton High School (FL); Louisville Collegiate (KY); Lovett School (GA); Loyola Blakefield (MD); Lusher Charter School (LA); Lutheran High School South (MO); Madison Early College High School (NC); Madison East High School (WI); Magnet Innovation STEAM School at South Walton High School (FL); Maplewood-Richmond Heights High School (MO); Marietta High School (GA); Martin Luther King Jr. Magnet School (TN); Mascoma Valley Regional High School (NH); MAST Academy (FL); Maynard H Jackson High School (GA); McCallie School (TN); McCallum High School (TX); Metairie Park Country Day (LA); Miami Arts Charter School (FL); Miami Beach Senior High School (FL); Miami Palmetto Senior High (FL); Middlebury Union High School (VT); Midtown High School (GA); Mill Springs Academy (GA); Millbrook School (NY); Mills E. Godwin High School (VA); Milton High School (GA); Monteverde Friends School (Costa Rica); Montgomery Blair High School (MD); Mount Abraham Union High School (VT); Mount Airy High School (NC); Mount Mansfield High School (VT); Mount Pleasant High School (DE); Mount Tabor High School (NC); Mountain Brook High School (AL); Mountain Heritage High School (NC); Mukwonago High School (WI); Myers Park High School (NC); Nandua High School (VA); Nashville School of the Arts (TN); Nauset Regional High School (MA); Nelson County High School (VA); New Albany Plains Local (OH); New Garden Friends School (NC); New Hanover High School (NC); New Hope Solebury High School (PA); Newark Academy (NJ); Newton South High School (MA); Norcross High School (GA); Norfolk Academy (VA); Norman High School (OK); North Atlanta High School (GA); North Buncombe High School (NC); North Mecklenburg High School (NC); North Shore Country Day (IL); North Springs High School (GA); Northwest Guilford High School (NC); Nova High School (WA); Oak Hall School (FL); Oak Hill Academy (MS); Oakcrest School (VA); Oakwood Friends School (NY); Odyssey Community School (NC); O'Neal School (NC); Open World Learning Community (MN); Osceola Fundamental High School (FL); Owen High School (NC); Oxford High School (MS); P.K Yonge School (FL); Pace Academy (GA); PACE-Brantley Hall (FL); Pacifica High School (CA); Paideia School (GA); Paisley IB Magnet School (NC); Palo Alto Senior High School (CA); Panther Creek High School (NC); Paonia Experiential Leadership Academy (CO); Park High School (VT); Parkland School (IL); Parkview High School (GA); Parry McCluer High School (VA); Pembroke Pines Charter High School (FL); Pine School (FL); Polk County High School (NC); Putney School (VT); Quince Orchard High School (MD); R.J Reynolds High School (NC); Ramapo High School (NJ); Ransom Everglades School (FL); Reagan High School (NC); Richland Northeast High School (SC); Rio Americano High School (CA); Riverside High School (NC); Riverwood High School (GA); River Ridge High School (GA); Rockdale High School (GA); Ronald Reagan High School (NC); Ronan High School (MT); Roswell High School (GA); Roxborro Community School (NC); Rudolf Steiner School (MI); Rudolf Steiner School (NYC); Rye Country Day School (NY); Sacred Heart Cathedral Preparatory (CA); Saint Andrews Sewanee (TN); Saint Patrick Catholic School (NC); Salem Academy (MA); Salem Academy (NC); Salem Public High School (MA); Salisbury High School (NC); San Rafael High School (CA); Sandia Preparatory School (NM); Sandy Creek High School (GA); Sandy Spring Friends School (MD); Santa Barbara High School (CA); Santa Fe Preparatory School (NM); Santa Teresa High School (GA); Sarasota Military Academy (FL); Savannah High School (GA); Sayre



School (KY); School for Creative & Performance Arts (OH); Scituate High School (MA); Seminole High School (FL); Service High School (AK); Shawnee Mission East (KS); Shining Mountain Waldorf School (CO); SILSA (NC); Skyline High School (UT); Smoky Mountain High School (NC); South Carol High School (MD); South High School (CO); South High School (DE); South Hunterdon Regional High School (NJ); Southeast Guilford High School (NC); Southland Academy (GA); Southwest Christian School (TX); Southwest Guilford High School (NC); Southwest Miami Senior High (FL); Spanish River Community High School (FL); Spartanburg Day School (SC); Spartanburg High School (SC); Spring Hill High School (SC); Spruce Creek High School (FL); St. Albans School (DC); St. Andrews College (New Zealand); St. Augustine High School (FL); St. Bernard's School (NY); St. Charles North High School (IL); St. Francis High School (GA); St. Helena High School (CA); St. Ignatius College Preparatory (CA); St. James High School (SC); St. Louis Park High School (MN); St. Paul's School for Boys (MD); St. Paul's School for Girls (MD); St. Stephen's Episcopal School (FL); St. Vincent Pallotti High School (MD); Statesville High School (NC); Stephen Decatur High School (MD); Stoneman Douglas High School (FL); Stuart Hall High School (CA); Summit School (NC); Sun Valley Community School (ID); T.C. Roberson High School (NC); Tamalpais High School (CA); Tampa Preparatory School (FL); Tappan Zee High School (NY); TC Roberson High (NC); The New School (GA); The Oakwood School (NC); The Univ. of Chicago Laboratory Schools (IL); The Weber School (GA); Thomas Jefferson Classical Academy (NC); Townview School for the Talented and Gifted (Texas); Trilogy School (FL); Trinity Collegiate School (SC); Trinity Preparatory School (FL); Trinity School of Durham and Chapel Hill (NC); Tucker High School (GA); Tuscola High School (NC); UNCSEA High School (NC); University City High School (MO); University of Chicago Laboratory Schools (IL); University Prep (WA); University School of Nashville (TN); Vienna International School (Austria); Walt Whitman High School (MD); Walter Johnson High School (MD); Walter Williams High School (NC); Walton High School (GA); Wando High School (SC); Waring School (MA); Washburn High School (MN); Washington Academy (NC); Watauga High School (NC); Watchung Hills Regional High School (NC); Waverly-Shell Rock High School (IA); Waynflete School (ME); Weaver Academy (NC); Webb School of Knoxville (TN); Weber School (GA); Webster Groves High School (MO); Wellesley High School (MA); Wellington School (OH); West Carteret High School (NC); West Florence High School (SC); West Forsyth High School (NC); West Henderson High School (NC); West High School (TN); West Potomac High School (VA); West Ridge High School (TN); Western Branch High School (VA); Westminster Schools (GA); Whittier Vocational Technical High School (MA); William A. Hough High School (NC); William Henry Harrison High School (IN); Windsor Forest High School (GA); Winona Senior High School (MN); Winston Churchill High School (MD); Winter Park High School (FL); Woodlands Academy of the Sacred Heart (IL); Woodward Academy (GA)



The Outdoor Academy is a program of Eagle's Nest Foundation, which also runs Eagle's Nest Camp and Hante Adventures.

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.



EAGLE'S NEST CAMP

Founded in 1927, Eagle's Nest Camp is dedicated to creating a meaningful community of belonging for children and teens. Our campers are celebrated for the unique individuals they are, and are supported in creating connections with nature and with friends in our compassionate, encouraging community. We fill our days with educational activities that promote the character strengths of kindness, confidence, curiosity, self-reliance, resilience, and hope. At Eagle's Nest, children are able to slow down, build genuine friendships, and live joyfully.



HANTE ADVENTURES

Hantes are two or three week wilderness adventures that provide new experiences within the Appalachians, across our country, and abroad. These trips engage teens in a unique, shared group experience in order to help them reach a deeper understanding of themselves and the world around them. Whether trekking the Camino de Santiago in Spain, climbing the cliffs in Acadia National Park in Maine, paddling the Rogue River in Oregon, or sleeping under the stars in the Smokies, every experience provides a meaningful opportunity aimed at inspiring and supporting our participants. Explore with others, find meaning, discover yourself.



The Outdoor Academy

43 Hart Road, Pisgah Forest, NC 28768
A program of Eagle's Nest Foundation
www.enf.org | (828) 877-4349 | enf@enf.org

