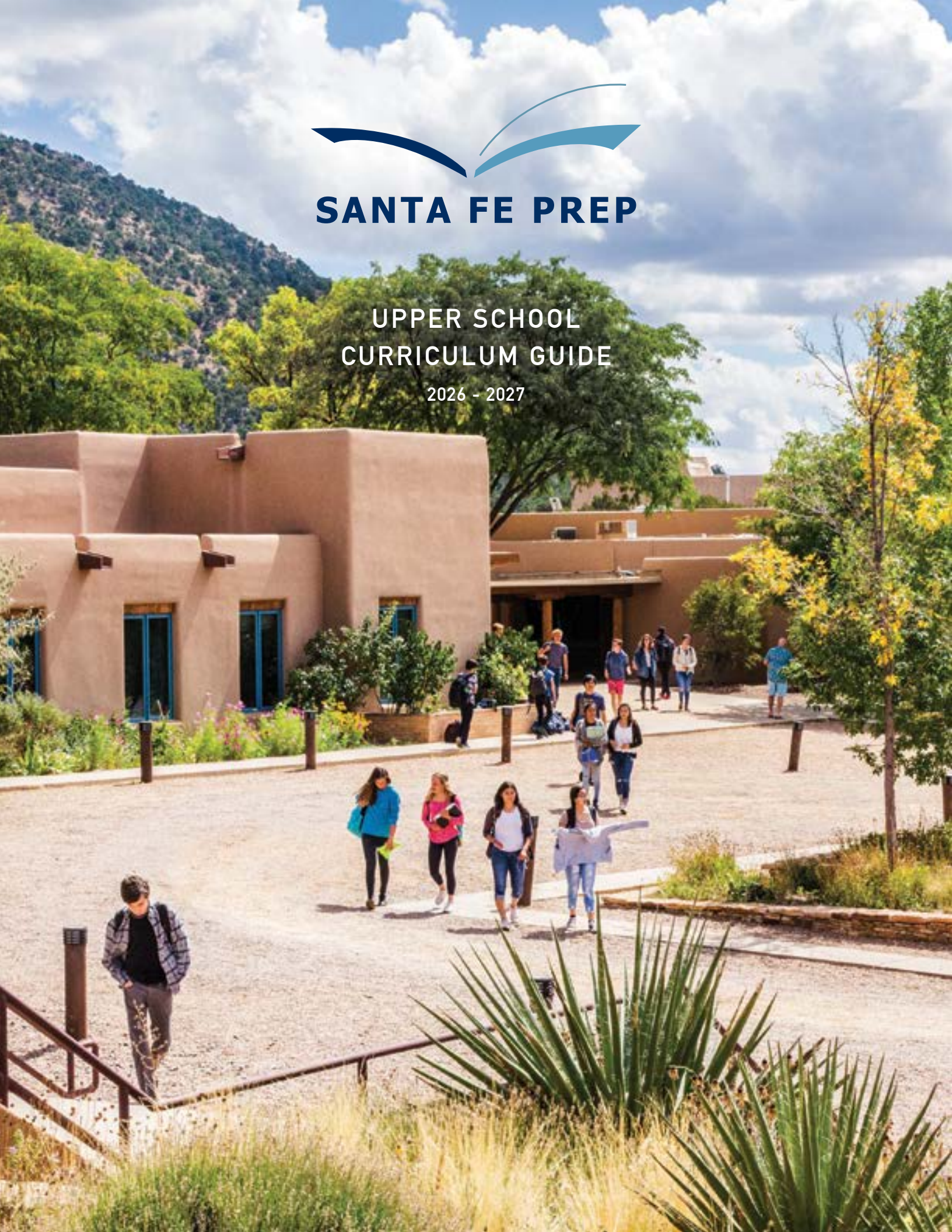




SANTA FE PREP

**UPPER SCHOOL
CURRICULUM GUIDE**

2026 - 2027



SANTA FE PREPARATORY SCHOOL

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GRADUATION REQUIREMENTS

MINIMUM REQUIREMENTS

ENGLISH _____	4 YEARS (GRADES 9-12)
HISTORY _____	4 YEARS (GRADES 9-12)
SCIENCE _____	3 YEARS BIOLOGY, CHEMISTRY, PHYSICS
LANGUAGE _____	COMPLETION OF SPANISH III OR III ACCELERATED*
MATHEMATICS _____	COMPLETION OF INTEGRATED III*
HEALTH _____	1 SEMESTER GRADE 9 FOR 2026-2027, GRADE 10
ARTS _____	4 SEMESTERS AT LEAST 1 VISUAL ARTS COURSE AND 1 PERFORMING ARTS COURSE
AFTER SCHOOL ACTIVITIES CREDIT _____	YEARLY PARTICIPATION GRADES 9 & 10: 2 CREDITS/YEAR GRADES 11&12: 1 CREDIT/YEAR PARTICIPATION ON AT LEAST ONE SPORTS TEAM OR APPROVED AAC
COMMUNITY SERVICE (TAP) _____	4 YEARS (GRADES 9-12)
SENIOR INTERNSHIP PROJECT (SIP) _____	SENIOR YEAR MAY BE COMPLETED THE SUMMER BEFORE SENIOR YEAR THROUGH THE END OF SENIOR YEAR

**Students are strongly encouraged to continue beyond Spanish III/III Accelerated and Integrated III.*

UPPER SCHOOL GRADUATION REQUIREMENTS (CONTINUED)

1. *Students must meet all graduation requirements as listed above. Students must take six courses per semester. Students must get approval from the Assistant Head of School to reduce or increase their load. Graduation requirements are ordinarily completed during the regular academic year unless extenuating circumstances exist. Variations from this policy (independent study, study away, etc.) must receive in advance the approval of the Assistant Head of School in consultation with the Director of Studies. Students who receive a failing grade in a course required for graduation must repeat the course.*
2. *Students are required to earn six (6) after-school activity credits (AACs) over their four years at Prep in the manner of 2-2-1-1, which means that students are required to earn 2 credits in each of their 9th and 10th-grade years, followed by earning 1 credit in each of their 11th and 12th-grade years. One (1) credit is earned after successfully completing 1 season of an approved after-school activity. To meet our school's graduation requirements and earn an SFP diploma (this also meets the NM PED physical education requirement), students must earn at least one (1) AAC credit through participation on an SFP sports team or completion of one approved AAC Contract in their four years of high school. There are three seasons over an academic year in which credit may be earned: Fall, Winter, and Spring.*
3. *Students who are cast in the Fall Play and/or Spring Musical (must successfully audition, limited number of spaces) or who provide support for these productions via Technical Theater may earn after-school activity credits for these activities, but SFP still requires that a student participate on at least one sports team or complete one approved AAC Contract in their four years to meet the SFP After-school Activities Credit graduation requirement and NM PED P.E. requirement.*
4. *Special academic programs, independent studies, reduced course load, course plan variations, academic accommodations (for students with documented learning differences), and semester study away must be reviewed and approved by the Assistant Head of School in consultation with the Director of Studies.*
5. *AP courses (not offered on campus) with permission from the Assistant Head of School in consultation with the Director of Studies.*

UPPER SCHOOL ELECTIVES AT-A-GLANCE

Please refer to full course descriptions for pre-requisites and other important information.

	FALL SEMESTER	SPRING SEMESTER
ENGLISH	Justice and Redemption - Honors Grades 11-12	Creative Writing Grades 10-12
HISTORY		Art History: Breaking Western Traditions - Honors Grades 11-12
SCIENCE	AP Environmental Science Grades 11-12 (yearlong course) AP Biology Grades 11-12 (yearlong course) AP Chemistry Grades 11-12 (yearlong course) Natural Disasters Grades 11-12 Neuroscience Grades 11-12	AP Environmental Science Grades 11-12 (yearlong course) AP Biology Grades 11-12 (yearlong course) AP Chemistry Grades 11-12 (yearlong course) Astronomy Grades 11-12
MATH	Statistics Grades 11-12 (yearlong course)	Statistics Grades 11-12 (yearlong course) Mathematical Decision Making Grades 11-12
LANGUAGE	Spanish Seminar - Honors: Cultural Legacy	Topics in Spanish: Art of the Future
TECHNOLOGY & ENGINEERING	Fabrication Engineering Lab Grades 9-12 Computer Programming	Fabrication Engineering Lab Grades 9-12 Computer Programming - Honors
VISUAL ARTS	Darkroom Photography Grades 9-12 Drawing Foundations Grades 9-12 Ceramics Grades 9-12 Principles of Painting Grades 9-12 Printmaking Grades 9-12	Darkroom Photography Grades 9-12 Drawing Foundations Grades 9-12 Ceramics Grades 9-12 Principles of Painting Grades 9-12 Printmaking Grades 9-12
PERFORMING ARTS	Music Analysis Grades 9-12 Vocal Performance Grades 9-12 Acting Grades 9-12 Instrumental Music Grades 9-12	Music Analysis Grades 9-12 Vocal Performance Grades 9-12 Acting Grades 9-12 Advanced Drama Grades 10-12
GENERAL ARTS	Yearbook Grades 9-12 Fabrication Engineering Lab Grades 9-12	Yearbook Grades 9-12 Fabrication Engineering Lab Grades 9-12 Creative Writing Grades 10-12

ENGLISH

ENGLISH 9

Full-year course required of all students in grade 9.

The overarching theme of English 9 is "Between Worlds." From Renaissance England to 21st-century America, from stories about Indigenous people fighting to maintain the integrity and strength of their communities to tales of refugees escaping war for better lives elsewhere, the narratives we will engage with illuminate the human journey of growth, discovery, empathy, and understanding. Our exploration will include such texts as *House on Mango Street*, *The Book Thief*, *Firekeeper's Daughter*, *Exit West*, *A Raisin in the Sun*, and *Romeo and Juliet*, as well as a variety of short stories and poetry. While analytical writing and critical thinking skills are central to the curriculum, we will also draw upon students' experiences and creative talents to engage more deeply and personally with the subject matter. Grammar, spelling, and vocabulary are taught, as well, through exercises and the students' writing.

ENGLISH 10

Full-year course required of all students in grade 10.

Students in English 10 read and discuss works from England and the broader British Empire to examine the connections between life and literature. After we get our bearings with a modern summer reading text, students work through texts chronologically, starting with Shakespeare in the fall and moving into the 21st century by the spring. We explore a range of styles and genres over the course of the year, both in the authors we read and in the pieces students write. Discussions focus on close reading passages and big picture consideration, including the lives and careers of the authors and the larger historical context in which the texts were written. Assignments are designed to help students build their skill sets in selecting and using textual evidence, organizing their writing, creating a line of reasoning, and correctly structuring and punctuating their sentences. Possible authors include: Kazuo Ishiguro, William Shakespeare, Mary Shelley, Virginia Woolf, Zadie Smith, and Michael Ondaatje.

ENGLISH 11

Full-year course required of all students in grade 11.

English 11 is an American Literature course that exposes students to the complicated histories and conditions of American identities and ideologies through a survey of American literature across genres and time periods. The course is organized around four thematic units informed by important questions and ideals in American life: American Dreams and Nightmares; This Land is Whose Land?; Songs of the Self; and Pursuits of Happiness. Our readings will include such classical authors as Toni Morrison, F. Scott Fitzgerald, Nella Larsen, and Walt Whitman, as well as newer voices such as Tommy Orange, Julie Otsuka, and Ocean Vuong. In addition to continuing to build student skills both in grammar/usage and analytical writing, the course will help students develop skills in personal expression through creative nonfiction projects of personal essays and digital storytelling.

ENGLISH 12

Full-year course required of all students in grade 12.

In the first semester, students in this discussion-based course study works by authors such as Chimamanda Adichie, Ta-Nehisi Coates, Mohsin Hamid, Zadie Smith, Isabel Allende, Julio Cortazar, and Yuri Herrera. Thematic focuses include gender, race, culture, social justice, and the role of empathy and perspective in the human experience. Intensive work on analytical and creative writing is balanced by work on skills such as public speaking, discussion leadership, and constructive discourse on current societal issues.

SECOND-SEMESTER SENIOR ENGLISH SEMINAR

In the second semester of English 12, the syllabus varies from year to year based on the interests of the students and the instructor. For this school year, students will be placed in one of two offerings.

ONCE UPON A TIME

Second-semester seminar required for all students in grade 12.

There are those stories we remember from childhood, novels we can't put down, and television shows we binge in one weekend. Storytelling, in all its forms, draws on our insatiable need to discover new worlds, and in many ways, shapes who we are and how we see ourselves. This elective will explore how and why various styles of storytelling take root and persist, how different narrative perspectives influence us, and how gender, identity, race, class, and the individual's relationship to society define and are defined by the narrative voices we hold on to. Authors may include The Brothers Grimm, Daniel Mason, Richard Powers, Karen Russell, Maxine Hong Kingston, Terry Tempest Williams, Albert Camus, and Carlos Fuentes.

OR

LITERATURE, THE MIND, AND THE NATURAL WORLD

Second-semester seminar required for all students in grade 12.

What happens when mindfulness shifts from self-improvement to ecological awareness? This English 12 elective explores how literature trains attention—especially attention to the more-than-human world. Anchored by Nicolas Bommarito's *Seeing Clearly* and Richard Powers's *The Overstory*, the course brings Buddhist philosophy and contemplative practice into conversation with contemporary environmental writing and literature. Students will read poets such as Mary Oliver and Marie Howe alongside short fiction by George Saunders and David Foster Wallace, asking how narrative shapes perception, responsibility, and our sense of interdependence. Through regular meditation practice, field observation, and analytical writing, students will investigate how attention can become both a literary skill and an ecological ethic.

ENGLISH ELECTIVES

CREATIVE WRITING

One-semester elective open to students in grades 10-12. Students may receive a general art credit for each semester enrolled in Creative Writing.

This class is an academic elective whose purpose is to provide a structure and inspiration—through varied readings and assignments—for students to explore fiction, narrative nonfiction, poetry, screenwriting, and graphic storytelling. It will involve reading (mostly in-class), discussion (mostly about craft), and writing. The focus of assignments will be on aspects of the craft of writing (e.g., perspective, tone, voice, distance). We will employ regular journaling-by-hand for both stand-alone assignments and for brainstorming and building towards more developed works. We will focus on the freedom of first drafts, as well as on the importance of the revision process.

JUSTICE AND REDEMPTION: HOW DO WE FORGIVE WHEN PEOPLE DO THE UNFORGIVABLE? — HONORS

One-semester elective course open to students (by permission) in grades 11-12. Prerequisite: none.

This literature and philosophy course will explore what happens after a person has violated the social contract. Over the course of the semester, we will consider and attempt to answer the following questions: What does it mean to forgive? How do the perpetrators of cruelty, the victims of cruelty, and the communities impacted by human cruelty move on after an incident? Are there any actions that are unforgivable? We will draw scenarios from literature and from real-life case studies, and we will use philosophical readings to help form our theories and evaluations. While we will examine pain and darkness, this is a course about hope. People do bad things. So what should we do next? Readings will include the play *Antigone* by Sophocles and the novel *Homefire* by Kamila Shamsie, as well as selected short stories; we will also read excerpts from philosophers and theorists, including Albert Bandura, bell hooks, and others.

HISTORY

WORLD HISTORY I

Full-year course required of all students in grade 9.

World History I is a discussion, project, and research-based course that examines the "old world" from the dawn of humanity to the late medieval period, ending just prior to 1492. It begins with the earliest human societies around New Mexico and expands its scope outwards to the Near East and the agricultural revolution. Students will explore the civilizations of Mesopotamia, Egypt, Mesoamerica, Persia, Greece, Rome, Africa, China, Europe and South America with a combination of individual and group research projects and essays. Major world religions and philosophies are studied, including Judaism, Buddhism, Christianity, Islam, Confucianism, and numerous polytheistic beliefs. This class also includes a number of interdisciplinary projects with Biology, English, Geometry, and the Maker Space. This course is the first half of a two-year course of study in the history of civilization.

WORLD HISTORY II

Full-year course required of all students in grade 10.

This is the second of a two-year course on the global histories of cultures and civilizations. In this course we examine the history of the human world from roughly 1400 to the present. The course provides students with a broad understanding of the rise of the truly interconnected global world by studying the cultures of Asia, Africa, Europe, the Middle East, and the Americas. We pay particular attention to the rise of imperial trade, religious reformations, capitalism, the notion of the sovereign individual (a.k.a. the citizen), modern nation states, world war, and colonization and anti-colonialism.

U.S. HISTORY: FOUNDATIONS OF THE AMERICAN REPUBLIC

Full-year course required of all students in grade 11.

The year of U.S. History spans the period of European colonization of North America through the Second World War. To cover this vast amount of material without compromising the depth of inquiry, the classes will utilize a combination of primary and secondary sources from the period. Classes will combine lectures, discussion, a close reading of historical/literary texts, and writing exercises to prepare the students for collegiate-level research. More importantly, the students will synthesize a vast array of materials to pattern creative and critical thinking that will serve them beyond the classroom.

MODERN AMERICAN HISTORY

First-semester course required of all students in grade 12.

This course is an introduction to modern American history. It examines the rise of U.S. hegemony after World War II through the challenges faced in the early 21st century. The class focuses on the roots of the Cold War, social revolutions in the 1960s, the conservative backlash and consensus that emerged in the 1980s, and the domestic and foreign policy challenges of the new millennium. These topics will be introduced through a mixture of lectures, discussions, primary and secondary source readings, film, and music. Finally, students will build historical contexts around contemporary events. This course emphasizes that history is not simply a collection of names and dates confined to the past. History is what makes us who we are and what society is today.

SECOND-SEMESTER SENIOR HISTORY SEMINAR

For the second-semester of senior history, the syllabus varies from year to year based on the interests of the students and the instructor. For this school year, the following will be offered.

NATIVE AMERICAN STUDIES

Second-semester course required of all students in grade 12.

Native Americans are critical to our conception and understanding of American identity, but often our understanding of the first Americans is limited, misguided, and harmful. Topics in Native American studies is an interdisciplinary course that asks students to reconfigure their understanding of the first Americans. This course covers a variety of topics and themes related to indigeneity in North America, including though not limited to the roots of federal Indian law, Indigenous feminisms, and the evolution of Indigenous identity throughout American history. Students will engage in a critical review of a wide variety of sources, from social media to memoir, and will participate in a variety of assessments throughout the term. The midterm will be a graded discussion on Cherokee Removal, building upon foundations of federal Indian law. The final assessment will be a student-driven research paper synthesizing and analyzing information from two or more units covered in the course, or covering material not addressed in the course.

HISTORY ELECTIVES

ART HISTORY: BREAKING WESTERN TRADITIONS - HONORS

One-semester elective course open to students (by permission) in grades 11-12. Prerequisite: none.

This one-semester course explores the evolution of Western art from 1500 to the late 1900s, analyzing key artistic movements, groundbreaking artists, and the cultural forces that shaped modern Western art. Through discussions, readings, research, and museum studies, students will develop skills in critical thinking, primary source analysis, art appreciation, Socratic seminar leadership, and experimenting with techniques from fresco painting with egg yolk to 3D assemblages. Students will synthesize core course concepts through the development of an original research paper on a topic of their choice. Breaking Western Traditions culminates in a museum exhibit showcasing a carousel of artwork accompanied by a student-curated exhibition catalogue.

Please note this course is a history course about art; it is not a studio art course. Therefore, it does not satisfy Prep's visual or general arts graduation requirement.

SCIENCE

BIOLOGY

Full-year course required of all students in grade 9.

Biology is the study of living things. In this course, students will explore life at different scales, spanning the molecular, cellular, organismal, and ecosystem levels. We will cover the chemistry of life, cells, energetics, genetics, ecology, and evolution. Students will gain experience thinking like scientists as they develop skills in research, written communication, mathematics, and analysis, as they apply and further explore course concepts as part of frequent laboratory investigations.

CHEMISTRY

Full-year course required of all students in grade 10.

In Chemistry, we explore the nature of matter through several themes: fire works, fuels, water, and materials, to name a few. In the context of these themes, we learn about elements and compounds, atomic structure and bonding, chemical and physical changes, and solutions. In each theme, we seek to connect the macroscale behavior of matter to the nanoscale behavior of atoms. We learn skills in observation, measurement, data analysis, and supporting claims with evidence. Although Chemistry does have a quantitative nature, we place an emphasis on concepts as a foundation for understanding mathematical applications.

CHEMISTRY HONORS

Full-year course open to students in grade 10. Prerequisite: Permission of the Science Department Chair and completion of/concurrent enrollment in Integrated III

Honors Chemistry is a deep dive into the concepts and mathematical applications of chemistry. It is intended for students who have a strong interest in science and mathematics, as well as proficiency in critical thinking and organizational skills. We learn about concepts such as elements and compounds, chemical and physical changes, atomic structure and its relationship to the periodic table, ionic and covalent bonding, thermochemistry, and phases of matter, to name a few. In all concepts, we relate the macroscale behavior of matter to the nanoscale behavior of atoms. We gain skills in observation, measurement and uncertainty, quantitative analysis, and supporting claims with evidence.

PHYSICS

Full-year course required of all students in grade 11.

This course presents the basic ideas of physics using mathematical relationships as well as non-mathematical language. The course provides students a base from which to view nature more perceptively and serves as a springboard to greater exploration of physics. Laboratory investigations and practical applications are emphasized throughout the course.

PHYSICS HONORS

Full-year course open to students in grades 11 and 12. Prerequisite: Permission of Science Department Chair and completion of/concurrent enrollment in Precalculus

Honors Physics is an accelerated physics class that is intended for juniors with sophisticated math and science skills. The class places emphasis on how the relationship of quantitative evaluation supplements the use of laboratory investigation and its application to the real world. The intention of the class is to provide a survey of all relevant topics seen in first-year college physics to ensure students are prepared for that transition. Students will be exposed to Newtonian Mechanics, Thermal Physics, Waves, Electricity & Magnetism, Atomic & Nuclear Physics.

SCIENCE ELECTIVES

AP ENVIRONMENTAL SCIENCE

Full-year course open to students in grades 11 and 12. Prerequisite: Permission of the Science Department Chair

The goal of AP Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. In this course, we will examine environmental problems and outcomes both in general terms and in the greater Santa Fe area, collecting data that will enhance our understanding of climate, pollution, ecology, populations, and the interface between anthropogenic and natural systems. We will also examine the intersection of environmental law and policy with scientific data, debating core issues and proposing legislation that could create a positive impact on the environment. All students enrolled in AP Environmental Science are required to take the corresponding AP exam for this course.

AP BIOLOGY

Full-year course open to students in grades 11 and 12. Prerequisite: Permission of the Science Department Chair

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent on hands-on laboratory work, providing students with opportunities to apply science practices. All students enrolled in AP Biology are required to take the corresponding AP exam for this course.

AP CHEMISTRY

Full-year course open to students in grades 11 and 12. Prerequisite: Permission of the Science Department Chair

AP[®] Chemistry follows the curriculum prescribed by the College Board[®] and prepares students to succeed on the AP[®] Chemistry Exam. It is equivalent to an introductory college-level course in Chemistry. Topics include atomic structure and the Periodic Table, structure and properties of compounds, properties of pure substances and mixtures, chemical reactions and stoichiometry, chemical kinetics, chemical thermodynamics, chemical equilibrium, acids and bases, and electrochemistry. In addition to a strong science background, students should have proficient skills in organization and time management, as the demands of the course are above average. All students enrolled in AP Chemistry are required to take the corresponding AP exam for this course.

NEUROSCIENCE

One-semester elective course open to students in grades 11-12

The Neuroscience course is ideally suited for interested students who wish to advance their understanding of the mammalian nervous system. The course will provide a foundation, with an emphasis on structure and function, of the systems that control movement, sensory processing, learning, and memory. Students will also learn about neurodegenerative diseases, neurotechnology and AI, and neurorehabilitation.

NATURAL DISASTERS

One-semester elective course open to students in grades 11-12

Natural disasters are designated only because of their effect on humans. Because we tend to live in places that are not necessarily able to support us, we modify as we go. Meanwhile, the Earth does its own modifying with no regard to humans. The renewal of the Earth's surface may be sudden (earthquakes, tsunamis, volcanic eruptions, etc.) or gradual (acidification of our oceans and the loss of coral reefs). This course takes students through the natural processes of geology, meteorology, and oceanography and looks at what happens when humans intervene in these processes. Specific studies of some significant natural disasters include wildfires in the western United States, the Fukushima-Daihatsu earthquake and tsunami, Kilauea's recent eruption, and specific hurricanes and flooding events on the East Coast and/or abroad. This class consists of weekly assignments, assessments, and activities. The students serve as Reader Leaders for one of the units covered, providing expertise from the unit to fellow classmates. Students also have the opportunity to explore a topic in more detail through their own research.

ASTRONOMY

One-semester elective course open to students in grades 11-12

Astronomy has been with us through the ages. The focus of this course is to take students through the relationship of the Earth-Moon system, the solar system and other stars' solar systems, our relationship to the Milky Way Galaxy, and the other galaxies that exist. We explore the expansion of the Universe and the fact that everything around us is moving away from us and things that are far away are moving even faster away from us. How can that be? Weekly assessments involve classroom activities on the main subjects of Astronomy. Students serve as Reader Leaders for topics/chapters assigned—leading their classmates through content presentation and work for a given subject. We also read a wide variety of resources, both print and online, for article summaries on the subjects covered, leading students to their research papers and presentations as the final assessment.

ANTICIPATED AP COURSES

In addition to one-semester electives on different topics, the Science Department is planning to offer several year-long AP science courses in future years. **The availability of these courses is subject to faculty staffing and the number of students enrolling in each course. In other words, they could change.** The anticipated AP course offerings for each year are listed in the following table.

2027-2028	AP ENVIRONMENTAL SCIENCE AP BIOLOGY AP PHYSICS
2028-2029	AP ENVIRONMENTAL SCIENCE AP BIOLOGY AP CHEMISTRY

MATHEMATICS

INTEGRATED MATH I

Full-year course open to students in grades 7-9. Prerequisite: Math C

This course includes Algebra, Geometry, and Statistics topics. In the first module, they are introduced to functions by studying patterns, exploring geometric and arithmetic sequences, and lines of best fit. In the second module, students explore linear functions, considering how to solve equations and inequalities. They consider a second linear function and solve systems. Finally, students use linear functions to determine the perimeter and area of polygons on a coordinate plane. In module three, students investigate growth and decay and explore exponential functions. In module four, students learn about data distributions, and they summarize, represent and interpret data. In the last module, students analyze geometric functions using constructions and transformations and learn about triangle congruence and rigid motion.

INTEGRATED MATH II

Full-year course open to students in grades 8-10. Prerequisite: Integrated Math I

This course begins with an exploration of shapes, their properties, and logical reasoning to support a framework for these ideas. From congruence of figures, the course moves on to explore ideas of similarity, culminating in the development of right triangle trigonometry and applications. The second semester explores a variety of functions including linear, exponential and quadratic, with an emphasis on function notation and the development of an ability to easily move between various representations. The focus of the course then narrows to more deeply explore properties of quadratics and the various techniques for solving quadratic equations. The course ends with an exploration of topics in probability including counting using permutations and combinations.

INTEGRATED MATH III

Full-year course open to students in grades 9-12. Prerequisite: Integrated Math II

The Integrated III course is the culmination of ideas and skills from prior courses. Beginning with pattern analysis and modeling, students return to exploration of the properties and representations of quadratic functions. This work with quadratics is extended and generalized to the behavior of higher-degree polynomial functions. Students explore techniques for determining roots, concavity, and extrema, engaging in context-rich applications and problem-solving to solidify their understanding - ideas that lead to the exploration of rational functions. The second half of the course investigates other important classes of functions, including power, exponential, and logarithmic functions in preparation for the more complex analysis of advanced mathematics.

PRECALCULUS

Full-year course open to students in grades 10 -12. Prerequisite: Integrated Math III

This course is an advanced class in algebra and algebraic applications, as well as trigonometry. Algebraic topics covered include function theory and graphical analysis for polynomial, rational, exponential and logarithmic functions. The study of trigonometry includes the unit circle, graphing, right triangle applications, identities, solving equations, and the laws of sines and cosines. As time allows, other topics of study include sequences and series, parametric and polar equations, and vectors. A graphing calculator is required for this course.

PRECALCULUS HONORS

Full-year course open to students in grades 9-11. Prerequisite: Integrated Math III and permission of the Mathematics Department Chair.

This is a fast-paced, advanced mathematics course intended to prepare students for AP Calculus AB or college calculus. The first semester focuses on the study of polynomial and rational functions, including transformations, combinations and inverses, as well as the foundational aspects of trigonometry. In the second semester, the students work with analytic trigonometry, vectors, polar and parametric equations, conic sections, sequences and series, and exponential and logarithmic functions. As time allows, additional topics studied include matrices and probability. The year ends with an introduction to calculus through limits. A graphing calculator is required for this course.

CALCULUS

Full-year course open to students in grades 11-12. Prerequisite: Precalculus or Precalculus Honors.

This is an on-level Calculus course intended for motivated students who want to tackle Calculus while advancing and strengthening their algebra skills beyond Precalculus. This course introduces students to the basic concepts of differential and integral calculus with an emphasis on applications, modeling, and problem solving strategies. This course is not aimed at preparing students for the Advanced Placement Exam in Calculus.

AP CALCULUS AB

Full-year course open to students in grades 11-12. Prerequisite: Precalculus Honors or Calculus and permission of the Mathematics Department Chair.

This class challenges the above-average math student and introduces the concepts of derivatives and integrals from an analytical as well as graphical perspective. The course follows the Advanced Placement curriculum. Students take the AB AP exam in May, and those who score well may receive college credit. Calculus AB is equivalent to the first semester of college Calculus. A graphing calculator is required for this course. All students enrolled in AP Calculus AB are required to take the corresponding AP exam for this course.

ADVANCED TOPICS IN MATHEMATICS – HONORS

Full-year course open to students in grades 11-12. Prerequisite: AP Calculus AB and permission of the Mathematics Department Chair.

This course will cover the BC portion of AP Calculus in the first semester. Possible topics for the second semester are an extended project using mathematical modeling to solve a current "real world" problem, multivariable calculus, differential equations, linear algebra, and number theory. Students will extend what was learned in Calculus AB and investigate the subtleties, applications, and beauty of calculus, as well as explore topics that go beyond a traditional high school curriculum. Students will take the BC AP exam in May. A graphing calculator is required for this course.

Students may take math elective courses in addition to or in lieu of another math course. However, students are encouraged to complete through Precalculus to adequately prepare for most colleges.

STATISTICS

Full-year course open to students in grades 11-12. Prerequisite: Integrated III

Knowledge of statistics is increasingly important in areas of business, industry, and research. This course will focus on the practical application of gathering, analyzing, and presenting data. Students will conduct studies related to areas of interest (sports, business, politics, and more). This course requires students to complete projects and surveys, do nightly homework, participate in a variety of activities, and take traditional assessments. The course will be hands-on and study will be application-oriented whenever possible. Topics will include probability and probability distributions, measures of central tendency, measures of variance and position, confidence intervals, hypothesis testing, and correlation.

MATHEMATICS ELECTIVES

MATHEMATICAL DECISION MAKING

One-semester course open to students in grades 11-12. Prerequisite: Integrated III

High school graduates need more mathematics than ever before, and they need to know how to use quantitative and statistical reasoning, along with modeling tools, to solve problems in applied settings. This course emphasizes statistics, quantitative reasoning, modeling, and financial applications. Course materials will prepare students to use a variety of mathematical tools and approaches to model a range of situations and solve problems, engaging students in relevant problems and preparing them for higher education and the workplace.

LANGUAGE

SPANISH I - FUNDAMENTALS OF SPANISH

Full-year course open to students in grades 9-10.

Spanish I is an upper school college preparatory course that introduces, reinforces, and extends foundational skills in Spanish with greater depth, pace, and rigor than the middle school experience. This course is designed for students who are either new to the language or who need a more structured and thorough foundation before progressing to Spanish II. Although students may encounter familiar vocabulary and themes, this is not a repetition of middle school Spanish. The curriculum places a strong emphasis on precision in grammar, fluency in communication, and the ability to express ideas with greater accuracy and complexity using a wider range of vocabulary. Students move beyond memorized phrases to build paragraph-length discourse, understand authentic spoken Spanish, and explore cultural perspectives with increasing sophistication. This course ensures that students can build the confidence, skill set, and habits needed for advanced high school study, while maintaining alignment with our college preparatory standards. Instructional materials include the Descubre series, VHL Supersite, and a wide range of interactive, communicative activities that simulate real-life situations. Students are expected to demonstrate growing independence in the language, with assessments focusing on oral proficiency, writing, listening comprehension, and reading.

SPANISH II

Full-year course open to students in grades 9-11.

Prerequisite: Middle School Spanish or Spanish I and teacher recommendation

Spanish II is designed to continue students' understanding of the Spanish language and the cultural aspects of the Spanish-speaking world, as well as to review what they have learned in Spanish I. It also aims to help students develop the four basic language skills: listening, speaking, reading, and writing, in addition to developing basic intercultural competence of communication at the Novice Mid Level and progressing towards Novice High Level (based on ACTFL* guidelines and benchmarks). To take this course, it is important that students are already able to communicate at an introductory level using the present tense, memorized vocabulary/expressions, and simple sentences. By the end of the course, students should not only be able to dominate the present tense but master the use of the preterit tense. The course is taught with a communicative-based methodology, so students are exposed to the target language from the first day and are expected to communicate in Spanish as much as possible during class time.

SPANISH III

Full-year course open to students in grades 9-12.

Prerequisite: Spanish II or Spanish for Heritage Learners

Spanish III is designed to continue students' understanding of the Spanish language and the cultural aspects of the Spanish-speaking world, as well as to review what they have learned in Spanish II. It also aims to help students develop the four basic language skills: listening, speaking, reading, and writing, in addition to developing basic intercultural competence of communication at the Intermediate Low Level and progressing towards Intermediate Mid Level (based on ACTFL* guidelines and benchmarks). To take this course, it is important that students are already able to communicate at an intermediate low level using the present tense, the preterite, memorized vocabulary/expressions, and simple and compound sentences. By the end of the course, students should not only be able to dominate the present tense, past tenses, and perfect tenses but also the imperative. The course is taught with a communicative-based methodology, so students are exposed to the target language from the first day and are expected to communicate in Spanish as much as possible during class time.

SPANISH III ACCELERATED

Full-year course open to students in grades 9-12.

Prerequisite: Spanish II or Spanish for Heritage Learners and teacher recommendation

Spanish III Accelerated is designed to continue developing students' understanding of the Spanish language and the cultural aspects of the Spanish-speaking world, as well as to review what they have learned in Spanish II Accelerated. This course moves at a faster pace than the regular course, so students should expect more depth and insight into the subject. This means that students will have to dedicate more time to projects, have more work, and have more challenging assessments. This course also aims to help students further develop the four basic language skills: listening, speaking, reading, and writing, in addition to developing intercultural competence of communication at the Intermediate Mid Level and progressing towards Intermediate High Level (based on ACTFL* guidelines and benchmarks). To take this course, it is important that students are already able to communicate at an intermediate low level using the present and past tenses, memorized vocabulary/expressions, and complex and compound sentences. By the end of the course, students should not only be able to dominate the present tense, past tenses, perfect tenses, the imperative, and the future tense but also the present subjunctive, the past subjunctive, and the conditional. The course is taught with a communicative-based methodology, so students are exposed to the target language from the first day and are expected to communicate in Spanish at all times.

SPANISH IV

Full-year course open to students in grades 11-12.

Prerequisite: Spanish III or Spanish III Accelerated

Spanish IV is designed to continue students' understanding of the Spanish language and the cultural aspects of the Spanish-speaking world, as well as to review what they have learned in Spanish III/III Accelerated. It also aims to help students' continued development of the four basic language skills: listening, speaking, reading, and writing, in addition to developing basic intercultural competence of communication at the Intermediate High Level and progressing towards Advanced Low Level (based on ACTFL* guidelines and benchmarks). To take this course, it is important that students are already able to communicate at an intermediate mid-level using the present tense, the past tenses, perfect tenses, the imperative, memorized vocabulary/expressions, and simple and compound sentences. Additionally, students will engage in pre-AP work in this course. By the end of the course, students should not only be able to dominate the present tenses, the past tenses, and the present subjunctive but also the past subjunctive, the future tense, and the conditional. The course is taught with a communicative-based methodology, so students are exposed to the target language from the first day and are expected to communicate in Spanish at all times.

AP SPANISH LANGUAGE AND CULTURE

Full-year course open to students in grades 11-12.

Prerequisite: Spanish III Accelerated or Spanish IV and teacher recommendation.

AP Spanish encourages further development of oral/aural skills and stresses the importance of grammatical accuracy. The course is geared towards Advanced Low Level and progressing towards Advanced Mid Level students (based on ACTFL* guidelines and benchmarks). Literature, social issues, oral presentations, role-playing, writing exercises, and special projects are the focus of the course. At the end of this course, students will be able to use Spanish to express fairly complex ideas about a variety of themes. Students will be competent in reading and analyzing a diverse body of authentic literary texts. Texts for the course include AP Temas workbook, AP Temas textbook, as well as grammatical review texts. AP Spanish is equivalent to an intermediate-level college course in Spanish. Students will cultivate their understanding of the Spanish language and culture by applying ACTFL* modes of communication—interpersonal, interpretive, and presentational—in real-life situations as they explore concepts related to family and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Due to the nature of Advanced Placement courses, students should expect to dedicate more preparation and homework time outside of the typical 30-minute homework for at-level courses. The course will be taught entirely in Spanish, and students will be expected to communicate exclusively in that language at all times inside and outside the classroom when interacting with Spanish speakers. All students enrolled in AP Spanish Language and Culture are required to take the corresponding AP exam for this course.

SPANISH SEMINAR - HONORS: CULTURAL LEGACY

One-semester course open to students in grades 11-12.

Prerequisite: Spanish IV or AP Spanish and teacher recommendation.

This course focuses on the historical and cultural foundations of the Hispanic world. Students will analyze how identity and collective memory are shaped through art, literature, and music. Themes such as historical memory, social transformation, and cultural symbolism will be explored through classic and modern works of Hispanic culture. Emphasis is placed on developing communication skills in Spanish (reading, writing, listening, and speaking) as well as critical analysis abilities. Modes of assessment include oral presentations, daily seminar participation, Analytical essays, tests, and quizzes on grammar and vocabulary. The course is taught entirely in Spanish, and students are expected to always use the target language.

TOPICS IN SPANISH: ART OF THE FUTURE

Full-year course open to students in grades 11-12.

Prerequisite: Spanish III (with Global Seal of Biliteracy), Spanish IV, or AP Spanish.

This hands-on, project-based course focuses on the historical and cultural foundations of the Hispanic world. Students will analyze how identity and collective memory are shaped through art, literature, and music. Themes such as historical memory, social transformation, and cultural symbolism will be explored through classic and modern works of Hispanic culture. Emphasis is placed on developing communication skills in Spanish (reading, writing, listening, and speaking) as well as critical analysis abilities. The course focuses on language appreciation, allowing students to freely express themselves and actively participate in discussions and creative projects.

SPANISH CULTURE AND CONVERSATION

Full-year course open to students in grades 9-12. Prerequisite: Permission of the Assistant Head of School, the Language Department Chair, and Learning Services. Following this course, students will have the option to:

- 1. Continue into our existing Spanish program to complete three years of study (in high school), or*
- 2. Conclude their second-language study and pursue other areas of interest through Prep elective courses and programming that align with their learning goals.*

This course introduces students to the Spanish language and cultures of Spanish-speaking countries while building basic conversational skills. Students focus on listening and speaking as the primary modes of communication, developing practical everyday Spanish for real-life situations. Cultural and Linguistic topics are explored in English to support a deeper understanding of traditions, perspectives, and daily life in Spanish-speaking countries. Through hands-on project-based learning, students engage in structured and supportive activities designed to develop confidence, comprehension, and meaningful communication. The course aligns with ACTFL World-Readiness Standards and targets Novice Low–Novice Mid, with some students reaching Novice High in Interpersonal and Interpretive Listening by the end of the year.

AMERICAN SIGN LANGUAGE I, II, III

Full-year courses open to students in grades 9-12. Prerequisite: Permission of the Assistant Head of School, the Language Department Chair, and Learning Services.

American Sign Language is a language option offered through a structured, accredited online program that allows students to complete three levels of the language, fulfilling the language requirement for students seeking a foreign language.

ASL I is a beginning course in American Sign Language.

ASL II is an intermediate course in American Sign Language. ASL I is a prerequisite.

ASL III is an advanced course in American Sign Language. ASL II is a prerequisite.

TECHNOLOGY & ENGINEERING

Students taking a technology and engineering course for a second (third, etc.) time will be expected to demonstrate greater initiative, independence, and leadership in the course, which may include developing more individualized projects, assisting the instructor when needed, and mentoring other students.

FABRICATION ENGINEERING LAB

One-semester elective course open to students in grades 9-12. Students may receive a general art credit for each semester enrolled in Fabrication Engineering Lab. Prerequisites: None

This non-linear, self-paced, and highly interactive class explores both the technologies surrounding making things—Arduinos, electronics, soldering, 3D printing, laser cutting, sewing, and much more—as well as the process of iterative failure, and learning how to pick yourself up after something doesn't go well, dust yourself off, and try again. You will learn how to explore a topic, experiment, troubleshoot problems, and, ultimately, stand victorious over completed projects. Students have a high level of agency in what they wish to focus on, the only constant being high expectations.

COMPUTER PROGRAMMING

First-semester elective course open to students in grades 11-12, 10 with instructor permission. Prerequisites: None

Develop strong computer code skills in this all-levels programming course. Students will cover foundational theory, strategy, and the principles of writing clean and proper code, and understanding the basis for how programmers think. We will also build some simple, fun programs using Python. Students may also opt to take the second semester of this course to earn honors credit and be eligible to take the AP Principles of Computer Science exam.

COMPUTER PROGRAMMING - HONORS

Second-semester elective course open to students in grades 11-12, 10 with instructor permission. Prerequisites: 1st Semester Computer Programming

Expand on the first semester of this course in this second semester honors course. Students choosing to continue will build strong, portfolio-worthy websites of their own concept and design using Javascript, PHP, HTML, CSS, and MySQL, along with a healthy dose of graphic design and user-interface training. Students completing this second semester will also be prepared and eligible for the AP Principles of Computer Science exam.

VISUAL ARTS

Students taking a visual arts course for a second (or third, etc.) time will be expected to demonstrate greater initiative, independence, and leadership in the course, which may include developing more individualized projects, assisting the instructor when needed, and mentoring other students.

DRAWING FOUNDATIONS

One-semester elective course open to students in grades 9-12.

This course introduces students to drawing as a powerful tool for artists working in all media. Through guided, hands-on exercises, students will strengthen their ability to truly see—sharpening observation, perception, and visual problem-solving skills. Students will practice drawing from direct observation, photography, and their imaginations while experimenting with a wide range of materials, including graphite, charcoal, colored pencils, sumi ink, markers, and watercolor. Along the way, they will learn techniques that build confidence, accuracy, and expressive mark-making. A personal sketchbook will be an important part of the course. Students will use it regularly to practice skills, explore ideas, and begin developing their own unique artistic style in a low-pressure, creative space. In addition to studio work, our class will look closely at drawings by contemporary artists, historic masters, and artists from ancient cultures, gaining insight into how drawing has been used across time and civilizations. This course is designed for all skill levels and encourages curiosity, creativity, and growth through consistent practice.

PRINCIPLES OF PAINTING

One-semester elective course open to students in grades 9-12.

Students will be exposed to Fundamental Principles and Theories of Painting. Principles that will be emphasized include: Modes of Presentation, Elements of Space, Color Theory, and theories of Figuration. The History of Painting will be introduced throughout the duration of the course to build students' knowledge base of painters from various eras of art, including Contemporary Artists. The instructor will demonstrate painting techniques that range from realism, abstraction, and the non-objective. Students will be further engaged with additional studies and exercises in color mixing, glazing, texture, and assemblage. Media will include: acrylic, acrylic mediums, ink, watercolor, pastels, and mixed-media on various substrates such as canvas, paper, board, or found objects. Growth as painters and artists will be facilitated by regular discussions with the instructor and group critiques. Students will challenge their notions of art making and the definition of painting by cultivating and appreciating a multicultural perspective. Some readings will be assigned individually to specifically address a student's practice.

PRINTMAKING

One-semester elective course open to students in grades 9-12.

Printmaking is a two-dimensional studio course that explores the many different categories of printmaking including: Relief, Intaglio, Monoprint, and Screen Print. Students are taught traditional techniques with an emphasis on creating a consistent edition of "multiple originals". In addition to traditional techniques, experimental processes are taught such as photographic-methods, digital printmaking, and work with high-tech machinery. Students are encouraged to develop meaningful concepts by researching visual examples from past and present printmakers. The unique aesthetic qualities of the medium are emphasized as well as exploration of the variety offered within each printmaking technique. Due to the technical printmaking machinery and the nature of cooperative printmaking shops, the etiquette of working in a shared printmaking facility is taught.

CERAMICS

One-semester elective course open to students in grades 9-12.

Through a variety of assignments and independent projects, students learn traditional clay hand building techniques, including coil, slab, and sculpting to create both functional and non-functional ceramic work. All students also learn to create vessels on the pottery wheel. Throughout the course, students learn some history of ceramics, the technical aspects of glazing and firing, as well as proper maintenance and responsibilities of the studio. Initiative, originality, and focused effort are encouraged and highly valued. This course may be repeated, during which students may further pursue independent projects.

DARKROOM PHOTOGRAPHY

One-semester elective course open to students in grades 9-12.

This course introduces the tools and techniques of analog (film) photography. It covers manual operation of a 35 mm SLR camera and wet darkroom procedures for processing film and making silver gelatin prints. Beyond technical skills, the course aims to cultivate in each student the capacity for making photographic prints that express individual vision and style. Students will learn about the history of analogue photography and the work of important photographers.

PERFORMING ARTS

Students taking a performing arts course for a second (or third, etc.) time will be expected to demonstrate greater initiative, independence, and leadership in the course, which may include developing more individualized projects, assisting the instructor when needed, and mentoring other students.

MUSIC ANALYSIS

One-semester elective course open to students in grades 9-12.

Do you ever wonder how your favorite artist creates the music you love to listen to? Or how an artist like Bruno Mars can sound 'old school' and modern at the same time? In this non-performative class, you will learn all this and more. You will explore the functions of traditional Western music theory, and you will also be able to apply the content to both contemporary and historical repertoire. You will learn to partwrite in four voices, analyze music, and listen to music critically. Music will never be the same after this course.

INSTRUMENTAL MUSIC

One-semester elective course open to students in grades 9-12.

This course offers students the opportunity to continue playing instruments with which they have experience. We will explore musical works from jazz to classical to contemporary. Emphasis will be placed on the basics of music theory, sight-reading, and musical interpretation. The class will have opportunities to perform for an audience beyond their classmates.

VOCAL PERFORMANCE

One-semester elective course open to students in grades 9-12.

Students will learn the techniques and applications of vocal performance in both solo and ensemble settings. Singers will develop musicality, aural skills, and have a breadth of performance experiences. Musical theater, contemporary, and classical styles are all potential selections in this course. There may also be an opportunity for students to write, arrange, and perform unaccompanied contemporary music—beat-boxing, complex harmonies, and rhythmic intricacy, all exciting features of acapella singing. Students can take the skills they may have learned in prior study and expand their experience with dynamic harmonies, but no experience is required!

ACTING

One-semester elective course open to students in grades 9-12.

Students are introduced to the many facets of the theater using improvisations, scene work, movement exercises, and vocal exercises geared to individual abilities. Students work toward awareness of themselves and their expressive skills and the art of truly listening to their fellow actors on stage. In addition, students learn basic theatrical terminology and analyze and interpret plays and roles. They also learn to "exist" in imaginary circumstances as if they were real and to transmit clearly and artfully their character to an audience. Students taking Acting for a second time or more are encouraged to speak with the Performing Arts Chair.

ADVANCED DRAMA

One-semester elective course open to students in grades 10-12. Prerequisite: One upper school acting class.

Building upon the foundations of Acting I, this course challenges students to refine their acting skills and take their performance abilities to the next level. Through a combination of advanced acting techniques, scene study, and audition training for film, students develop a deeper understanding of how to analyze scripts and bring characters to life with intention and authenticity. Throughout the course, students engage in repetition technique (independent preparation, active listening, and truthful reactions), auditioning for film (gaining confidence in front of the camera with professional audition techniques), and scene study (theatrical and cinematic with a focus on character objectives and emotional depth, including long-form improv).

GENERAL ARTS

Students taking a general arts course for a second (or third, etc.) time will be expected to demonstrate greater initiative, independence, and leadership in the course, which may include developing more individualized projects, assisting the instructor when needed, and mentoring other students.

YEARBOOK

One-semester elective open to students in grades 9-12. Students may receive a general art credit for each semester enrolled in Yearbook. However, in order to benefit the most from this course, students are encouraged to take Yearbook for two consecutive semesters.

This class is dedicated to the publication of the annual Prep yearbook. It is organized similar to a business-like structure with a student editor(s) at the helm of creating the yearbook. Student-staff members work in close collaboration with the editor(s) and the instructor in making creative and well-designed spreads reflective of student and school activities. Students will learn multiple skills including: digital photography, Adobe software, print production, layout design, digital illustration, and editing. Student-staff members will be involved in all aspects of layout production. In addition, students will learn to effectively communicate with faculty and staff, fellow classmates, and occasionally parents to obtain writings, childhood photographs, or editing text and photographs. Meaningful teamwork among the staff will be required throughout the class. It is recommended students consider taking this course for an entire year for an effective continuity of production.

FABRICATION ENGINEERING LAB

One-semester elective course open to students in grades 9-12. Students may receive a general art credit for each semester enrolled in Fabrication Engineering Lab. Prerequisite: None

This non-linear, self-paced, and highly interactive class explores both the technologies surrounding making things—Arduinos, electronics, soldering, 3D printing, laser cutting, sewing, and much more—as well as the process of iterative failure, and learning how to pick yourself up after something doesn't go well, dust yourself off, and try again. You will learn how to explore a topic, experiment, troubleshoot problems, and, ultimately, stand victorious over completed projects. Students have a high level of agency in what they wish to focus on, the only constant being high expectations.

CREATIVE WRITING

One-semester elective open to students in grades 10-12. Students may receive a general art credit for each semester enrolled in Creative Writing.

This class is an academic elective whose purpose is to provide a structure and inspiration—through varied readings and assignments—for students to explore fiction, narrative nonfiction, poetry, screenwriting, and graphic storytelling. It will involve reading (mostly in-class), discussion (mostly about craft), and writing. The focus of assignments will be on aspects of the craft of writing (e.g., perspective, tone, voice, distance). We will employ regular journaling-by-hand for both stand-alone assignments and for brainstorming and building towards more developed works. We will focus on the freedom of first drafts, as well as on the importance of the revision process.

AFTER SCHOOL ACTIVITIES CREDITS

Upper school students are required to earn six (6) after-school activity credits (AACs) over their four years at Prep in the manner of 2-2-1-1, which means that students are required to earn 2 credits in each of their 9th and 10th-grade years, followed by earning 1 credit in each of their 11th and 12th-grade years. One (1) credit is earned after successfully completing 1 season of an approved after-school activity. To meet our school's graduation requirements and earn an SFP diploma (this also meets the NM PED physical education requirement), students must earn at least one (1) AAC credit through participation on an SFP sports team or completion of one approved AAC Contract in their four years of high school. There are three seasons over an academic year in which credit may be earned: Fall, Winter, and Spring.

ATHLETICS

Participation on a varsity/junior varsity team requires a commitment to the full season and fulfills the graduation requirements for Athletics/Physical Education at SFP. Tennis is the only sport that requires permission (or success at tryouts) from the head coach or athletic director prior to enrollment. For more information about the athletic program, please contact the Athletic Director.

Interscholastic sports offered:

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Girls Soccer	Girls Basketball	Girls Lacrosse
Boys Soccer	Boys Basketball	Girls Tennis
Girls Volleyball	Girls Swimming/Diving	Boys Tennis
Girls Cross Country	Boys Swimming/Diving	Girls Track & Field
Boys Cross Country		Boys Track & Field
Golf (coed)		Golf (coed)
Mountain Biking (coed)		

AFTER-SCHOOL ACTIVITIES CREDIT (AAC) CONTRACT

The AAC Contract is an agreement between a student and the SFP Wellness Team that enables a student to receive after-school activities credit outside the regular Santa Fe Prep Athletics program. A student must submit a contract request form to the AAC Contract Supervisor. All contracts must be submitted and approved each season by the AAC Contract Supervisor to earn AAC credit. Please refer to [this document](#) for more information; dates listed are TBD on an annual basis.

FALL PLAY, SPRING MUSICAL, TECHNICAL THEATER

Students who are cast in the Fall Play and/or Spring Musical (must successfully audition, limited number of spaces) or who provide support for these productions via Technical Theater may earn after-school activity credits for these activities, but SFP still requires that a student participate on at least one sports team or complete one approved AAC Contract in their four years to meet the SFP After-school Activities Credit graduation requirement and NM PED P.E. requirement.

HEALTH

HEALTH

One-semester course required of all students in grade 9. For 2026-2027, one-semester course required of all students in grade 10.

This course uses text-based course materials, videos, and guest speakers to promote an understanding of problems related to self-esteem, peers, family, personal eating habits, drugs, alcohol, and sexuality. Local, national, and international health issues are also discussed.

COMMUNITY SERVICE (TAP) AND SENIOR INTERNSHIP PROGRAM (SIP)

TEEN ACTION PROGRAM (TAP)

Full-year course required of all students in grades 9-12.

Our Teen Action Program (TAP) strives to address real community needs while sparking in our students a commitment to education, leadership, social responsibility, and personal discovery. Students, teachers, administrators, and parents engage in various projects at more than 40 agencies, school, and non-profit organizations throughout Santa Fe. All Prep students from 7th - 11th grade participate in regularly scheduled full-day service experiences, and are required to reflect on their experiences. Student TAP participation and reflection is a graduation requirement. During TAP Days of Service, Middle School students complete planned TAP activities in 7th and 8th grade, whereas upper school students in grades 9-11 are able to choose which organization with whom they work over the course of each year.

SENIOR TAP AND SENIOR INTERNSHIP

During the summer prior to senior year, and throughout the year itself, Seniors are required to complete 120 hours through a combination of:

- A. Service learning with a service organization of the students' choosing
- B. An internship with a local organization or business

Seniors are additionally afforded a three-week May Term at the end of their senior year in which they can complete outstanding service or internship hours.

All Students are carefully guided through the Service Learning process, including a staff director and faculty advisors who oversee student development throughout their tenure at Prep.

GLOBAL ONLINE ACADEMY

[Global Online Academy \(GOA\)](#) is an international consortium of public, independent, charter, and international schools, of which Prep became a member in the 2024. If you're interested in taking a GOA course as your 6th course, please email Kendel Fesenmyer, Director of Studies and GOA Site Director, for information.

How do I find out more?

Please refer to the [SFP GOA Policy FAQ](#) for instructions on how to apply and important policies.



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