

## LTT CLASS DESCRIPTIONS 2024-2025

### ABOUT LTT'S MATH PROGRAM:

- The upper-level math classes will consist of a 1.5-hour in-person primary session on Wednesday and a 1-hour online session on Monday. This format will serve our families well by ensuring adequate instruction time, opportunity for a “mid-week” check-in, and convenient access for students on Mondays. (Students must have a camera and the ability to write on Zoom whiteboard. They need to log in through a computer, not a phone or Chromebook.)
- LTT math classes are modeled on current best practice teaching methodologies and all math classes supplement our textbook-based curriculum by incorporating various online tools that are becoming more and more prevalent in math education in high schools and universities. We use IXL.com for standards based spiral review.
- Because we recognize that students work at different levels, we offer many of our math classes at both standard college prep and honors level. Students are offered the opportunity to earn honors points throughout the year on tests and homework assignments. If they complete the honors assignments and tests with acceptable grades (average on honors work > 75), they receive a special Honors designation on their final grade report.
- To keep skills current, summer review assignments will be assigned by mid-June. These assignments will be in IXL.com. The assignments, which will review the prerequisites, will be due the first day of class and counted as homework grades. If you have significant trouble with these assignments, you should consider taking a review class over the summer.

**FUNDAMENTALS OF MATHEMATICS** (1.5-hour tutorial) This is a middle school math course designed to bridge students between their elementary math studies and Pre-Algebra. This course will focus on fractions, decimals and percents. Fractions, in particular, are often something that students struggle with, and this struggle multiplies as they move further into higher math. The goal of this course is to help students understand and conceptualize these topics so that can move forward with greater confidence. We will approach the material through a variety of learning approaches which makes the material accessible to all learning styles. This course requires about 30 – 45 minutes of DAILY work outside of class.

**Required Materials:** 1 inch 3-ring binder for inserting workbooks and organizing handouts.

Key To Fractions Workbooks 1-4 ISBN-13 978-1559531009

Key To Decimals Workbooks 1-4 ISBN-13 978-0913684139

Key To Percents Workbooks 1-3 ISBN-13 978-1559530897

**Materials fee:** \$30 for copy costs and other miscellaneous materials. *Answer books are not included or required but it is strongly suggested that parents purchase a copy for each set of Workbooks to correct the student's work at home.*

**Tutor:** Dana Cloutier, [clouts4@yahoo.com](mailto:clouts4@yahoo.com)

**PRE-ALGEBRA** (2-hour tutorial) This class will meet twice a week. We will meet for 1 hour on-line on Monday and for 1 hour in person on Wednesday. This format will allow for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. There will be required summer assignments to get students warmed up for the beginning of the school year.

**Prerequisites:** Admission into this course requires passing a readiness test administered by the instructor. If a student is not ready for this class, Fundamental of Mathematics would be an excellent starting course.

**Topics covered in this class include:** Variables, Expressions, Integers, Order of operation, Simplifying variable expressions, Solving equations, Multi-step equations, Inequalities, Factors, Greatest common factor, Rules of exponents, Scientific notation, equations and inequalities with rational numbers, ratios and proportions, the percent equation, percent applications, simple interest, relations and function, graphing, linear equations in two variable, slope, graphing a line in the slope-intercept form, the Pythagorean Theorem, distance and mid-point, Circumference and area of circles, basic statistics. Students often learn math as a lot of different, separate things they need to memorize and approach in separate ways. As a result, they quickly reach a point where they can't keep it all straight, feel overwhelmed, and conclude that they are no good at math. The goal of this course is to help students understand the concepts and the connections between the different concepts. This enables them to broaden their math knowledge and see how they can make connections between what they already know and the new things they are learning. This course is designed for middle school students who have completed their basic elementary math work (7th and

8th graders, although some 6th graders may be ready for this course). We will work through the basic math concepts that will lay a strong foundation for Algebra and high school level science. We will approach the material through a variety of learning approaches which makes the material accessible to all learning styles.

**Required Materials:** Pre-Algebra, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2005, ISBN 0618250034. (Can be purchased used through Amazon, Abe Books and other used book sources.) A 3-ring binder with 5 dividers, lined and graph paper. You will also need a calculator that can handle trig. Functions and logarithms (I would highly recommend the Texas Instruments TI-30xs MultiView). Do not purchase a graphing calculator.

**Material fee:** \$45 - includes one year subscription to IXL, summer review assignments and practice workbook.

**Tutor:** Sandy Tracy, [sandy@tracysite.com](mailto:sandy@tracysite.com)

**ALGEBRA 1/HONORS ALGEBRA 1** (2.5 hour tutorial) This class will meet twice a week. We will meet for 1 hour on-line on Monday and for 1.5 hours in person on Wednesday. This format will allow for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class.

**Topics covered in this class include:** We will start with Chapter 3 of the textbook because Chapter 1 and 2 are Pre-Algebra topics. Required summer assignments will review these earlier topics. Topics covered in this class include polynomial arithmetic, factoring polynomials, transforming formulas, algebraic fractions, negative exponents and scientific notation, functions and lines, equations and graphing, systems of linear equations, inequalities, rational and irrational numbers, and quadratic function.

**Prerequisites:** Admission into this class requires either successful completion of Pre-Algebra or passing an Algebra readiness test administered by the instructor. Students should have a good command of order of operations, evaluation of simple and complex expressions, solving linear equations, problem solving process, signed number arithmetic, positive exponents, and the distributive property.

**Required Materials:** Algebra 1, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618594027. (Can be purchased used through Amazon, Abe Books and other used book sources.) A 3-ring binder with 5 dividers, lined and graph paper. You will also need a calculator that can handle trig. functions and logarithms (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed.

**Material fee:** \$45 – includes one year subscription to IXL.com, summer review assignments, and practice workbook.

**Tutor:** Sandy Tracy, [sandy@tracysite.com](mailto:sandy@tracysite.com)

**ALGEBRA 2/HONORS ALGEBRA 2** (2.5 hour tutorial) **This class will be offered in the 2025-2026 school year.**

We will start with Chapter 2 of the textbook because Chapter 1 reviews Algebra 1 topics. Required summer assignments will review these earlier topics. Topics covered in this class include systems of inequalities, factoring quadratics, quadratic equations and functions, rational expressions, complex fractions, irrational and complex numbers, direct and indirect variation, polynomial equations, systems of equations in 2 or more variables, exponential and logarithmic functions, triangle trigonometry, and trigonometric applications.

**Prerequisites:** Admission into this class requires either successful completion of Algebra 1 taught by this instructor or passing an Algebra readiness test administered by the instructor.

**Required Materials:** Algebra 2, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618595414. (Can be purchased used through Amazon, Abe Books and other used book sources.) A 3-ring binder with 5 dividers, lined and graph paper. You will also need a scientific calculator (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed.

**Material fee:** \$45 - includes one year subscription to IXL.com, summer review assignments and practice workbook.

**Tutor:** Sandy Tracy, [sandy@tracysite.com](mailto:sandy@tracysite.com)

**GEOMETRY/HONORS GEOMETRY** (2.5 hour tutorial)

This is a high school level math course will meet twice a week. We will meet for 1 hour on-line on Monday and for 1.5 hours in person on Wednesday. This format will allow for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. This course can be taken at either an Honors level or a standard level. A goal of this course is to help students understand why the concepts work, not just how to find the answer. This helps promote mathematical reasoning and conceptual growth which allows students to analyze new situation and deduce answers. **Some of the topics covered include:** parallel and perpendicular lines, triangle relationships, similarity, polygons and area, surface area and volume, right triangles and basic trigonometry, circles, transformations, and proofs.

**Prerequisites:** Admission into this class requires either successful completion of Algebra 1 taught by this instructor or passing an Algebra readiness test administered by the instructor. (If a student is not ready for Geometry, the Algebra 1 course is a great place to begin.)

**Required Materials:** McDougal Littell Geometry (2007 edition ISBN:978-0-618-59540-2). You will also need a calculator that can handle trig. Functions and logarithms (I highly recommend the Texas Instruments TI-30XS MultiView which can be purchased for under \$20). Do not purchase a graphing calculator. The use of phones is not allowed.

**Material fee:** \$45 - includes one year subscription to IXL.com, summer review assignments and practice workbook.

**Tutor:** Sandy Tracy, [sandy@tracysite.com](mailto:sandy@tracysite.com)

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### **ABOUT LTT's LANGUAGE ARTS PROGRAM:**

All of LTT's language arts courses are taught from a distinctly Christian and classical worldview. The compositions in the LTT writing classes are generally synthetical, while the writing in the LTT literature classes is more analytical. High school students absolutely need to learn both analytical and synthetical writing to be well prepared for higher education.

The Introductory Writing class for middle school students uses writing level B from Institute for Excellence in Writing ([www.iew.com](http://www.iew.com)) which teaches writing through the classical method of imitation. The Foundational Writing class (formerly Writing B) and the Advanced Writing class (formerly Writing C) both use some stylistic techniques and structural concepts from IEW but go much further in developing composition skills in high school students, placing more emphasis on the content and clarity of a student's papers. Many students will remain in the Introductory and Foundational writing classes for two consecutive years to master the concepts presented, giving them the confidence to move to a higher level of writing. The writing and grammar concepts in the Introductory and Foundational classes do not change from year to year, but the content of the writing assignments rotates every other year within the level, creating little repetition for second year students. Although the Introductory and Foundational writing classes are offered every year, the Advanced writing class is only offered every other year.

The high school literature classes focus on teaching students to read closely and metaphorically, while also making connections. Although the classes are taught from a Christian perspective, students are not taught to judge a text through a critical lens, but instead are encouraged to appreciate the text as the author intended while considering what the book might have to say about biblical and universal truths, no matter what the author's beliefs were. Stories written by non-Christians include the truths of the scriptures because they are representations of spiritual realities written on every human's heart by our creator. Balancing instructor guided reading with class discussion, the early high school literature courses focus on familiarity with stories from the traditional canon, mythology and Shakespeare, while the upper-level literature course focuses on the great books from ancient literature, The Iliad and The Odyssey. Each year there is a literature option for high school students that is offered, although the literature classes rotate and are offered every other year. For middle school students, the Introduction to Writing class is highly recommended as a first exposure to literature as it exposes students to a wide variety of traditional stories such as fables, fairy tales, and legends. These are the stories that the novels studied in high school have grown out of, so elementary and middle school students should be reading these classic tales. In addition, LTT now offers a literature/writing course option for middle school students that uses C. S. Lewis's Narnia books.

**INTRODUCTION TO WRITING** (1.5-hour tutorial): In this 32-week course, students in grades 6-8 will be introduced to the foundations of writing using Excellence in Writing's Level B curriculum. Covering all nine of IEW's structural models, this class will alternate all year between the inventive writing units and the report writing units. There are two main components to this class. One of these is the structural part of the class where students learn the concrete organizational skills necessary to structure a basic paper including: outlining sources, staying on topic in their body paragraphs, writing introductory and concluding paragraphs, and revising and polishing compositions. In addition to the organizational and structural component, a second major focus of this class is improving the syntax and mechanics of student's sentences using the IEW stylistic techniques. Along with the structure and style that they learn, students will learn some basic grammar rules. One note about the inventive writing units: these are not open-ended creative writing but instead are structured and classical in nature. Students will use the IEW Student Resource Binder materials as well as supplemental resources created by the instructor. The fee for this notebook is included in your registration fee, and the notebook will be handed out in the first class meeting. Students should plan on about 2-3 hours of homework per week, and that homework will consist of both a new writing assignment and a revision assignment

to be completed at home. All paragraphs/papers (rough drafts and final drafts) must be typed before submission (parents can help with this if needed) and must be handed in during class, **not by email**

**NOTE:** Source materials are rotated every other year so that students can take this class for two years in a row without much repetition, but the same grammar is repeated each year so that students can fully master the concepts. In order to sign your child up for this introductory writing class: You, the parent, must be willing to help your child organize and manage this class on a weekly basis at home or your child will not be able to continue in the class. Because this class only meets for 1½ hours per week and students at this level often need more help, students rarely succeed when parents leave them on their own, so parental involvement is essential, and parents must commit to reviewing the weekly assignment checklist and to holding their students accountable for the work's completion. Also, because this is a writing class, your child must be able to hold a pencil properly and be able to write in complete sentences. If your child does have a learning or developmental disability and you want to sign them up for this class, you must first e-mail the tutor PRIOR to registering them for the class to make sure that the class will be a good fit for your student. Students with disabilities have taken this class and been very successful, but please be aware that you the parent will need to provide adequate support at home.

**Remote Option:** There is NO remote option for this class.

**Required Materials:** a blue or black pen (NO PENCILS ALLOWED IN THIS CLASS), a colored pen or pencil (any color except red or green), and a highlighter. At this level students do not need to purchase a grammar book as the instructor will provide any necessary handouts.

**Materials provided by teacher:** IEW binder

**Materials Fee:** \$65 per student

**Tutor:** Carol de Vries, [cdevries4305@charter.net](mailto:cdevries4305@charter.net)

**FOUNDATIONAL WRITING (Formerly Writing B) (1.5-hour tutorial):** This 32-week high school writing course is a foundational high school composition class open to all high school students whether they have taken LTT's Introductory Writing course or not, as well as to 8<sup>th</sup> graders who have successfully passed LTT's Introductory Writing class. Although this class continues from the introductory course utilizing *Excellence in Writing's* stylistic techniques and structural models, it goes much further than the scope of the IEW curriculum and places more emphasis on the clarity and content of the student's compositions. During the first semester, students are taught how to move beyond report writing (which they learned in the introductory class) and write a basic expository essay which includes choosing reliable sources, writing a thesis statement, using specific evidence, and integrating quotations. For the narrative unit of the class, students read several short traditional stories while learning to succinctly summarize a story. The culmination of the narrative unit is writing a literary paper that both summarizes and analyzes a narrative poem. Then in the second semester, students learn how to research and write an academic argument essay with MLA citations. At the end of the second semester, students will be freed from the checklist as that was always the end goal—to “learn the rules like a pro, so you can break them like an artist” (Pablo Picasso). Along with learning grammatical conventions and mastering syntactical techniques, students will spend time reading and imitating famous authors' styles. Sprinkled throughout the year, the forms and conventions of poetry are studied and students write some of their own original poetry. Because of the foundational nature of this class, it is not uncommon for students to remain in this class for two years between 8<sup>th</sup>-10<sup>th</sup> grade. Each year reviews the same concepts, but the source texts and assignments are rotated every other year so that students do not repeat much from the previous year and can take the class for two consecutive years in order to fully master the material. Instead of a textbook, students will build a comprehensive binder throughout the year. Students should plan on about 3-4 hours of homework per week. All paragraphs/papers (rough drafts and final drafts) must be typed before submission and must be handed in during class, NOT by e-mail.

**Prerequisites:** Taking the Introductory Writing class prior to enrolling in this class is required for all 8<sup>th</sup> graders. There are no prerequisites if your student is in high school; however, if your high school student is challenged academically or neurologically, it is always best to first put them in LTT's Introductory Writing class.

**Credits:** This class is equal to one full credit of high school grammar and composition.

**Required materials you should purchase:** Must have a **2-inch (NO exceptions on size!), three-ring binder** with 8-tab dividers (marked: models, style, grammar, poetry, thesaurus, documentation, compositions, and quizzes), a blue or black pen, a colored pen or pencil (except red), a highlighter, and a three-ring binder pencil case. This year please purchase the grammar book: *Grammar for Middle School: A Sentence Composing Approach: A Student Work Text* by Don and Jenny Killgallon (ISBN 978-0-325-00956-8). **A note about the grammar book:** Do not assume that because the title says “for Middle School” that it is below your high school student. I have not met a high school student yet who was not challenged by this grammar book which is why I use the middle school level book and not the high school level book.

**Materials Fee:** \$65 per student.

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**ADVANCED WRITING (Formerly Writing C) (1.5-hour tutorial): This will be offered in the 2025-2026 school year.**

This full year high school composition class is only offered every other year at LTT. The course is designed to be the last writing class a student takes before entering college and focuses on more mature writing that students will encounter in higher education, so it is best suited for 10th to 12th graders. At this level conducting research is essential, so students write a 12-paragraph research paper. For this they learn invaluable skills such as how to choose reliable sources, construct a thesis statement, organize an outline from multiple sources, integrate supporting quotations, and cite their sources with MLA parenthetical citations. Students will also learn to research and write argument and persuasive essays. The persuasive essay is of critical importance as students are required to take a stand on an issue using strong evidence but then consider the other side of the argument as well, a skill that is in danger of becoming obsolete in modernity. Learning to write on demand is an essential skill to learn before heading off to college, so students learn to write timed argument paragraphs and essays in class. Additionally, students write a personal narrative essay and college application essays for both secular and Christian or Catholic universities (They will have a choice between Christian or Catholic). Although this is not a literature class, there is a small narrative component. Students learn some of the forms and conventions of poetry and meter and they study Medieval fairy tales and Arthurian legends. For this unit they write basic narrative essays as well as more advanced comparison and contrast essays where they compare two different versions of the same story, compare two different stories, and compare a story with historical evidence. At the end of the year, students are required to present to the class an original persuasive paper they have written. Presenting something without memorizing is an important skill that is used not only in higher learning, but in the work force every day. Grammar studied will be specific to the SAT, ACT, and CLT writing tests, so students will be prepping for the grammar portion of those tests all year. Students should plan on about 4-5 hours of homework per week. All paragraphs/papers must be typed before submission and must be handed in during class, not by e-mail.

**Prerequisites:** Because this class is typically the last composition course a student takes before moving into higher education, it moves at a much quicker pace than LTT's Foundational Writing Course, so it is best suited for students in 10th -12th grades who are competent readers and writers. They should have successfully (so they did not struggle) completed one year of LTT's Foundational Writing class (formerly Writing B) OR a full year of LTT's high school literary analysis. If students have not taken LTT's Foundational Writing class OR a full year literature class with the instructor, they will need to get the instructor's approval PRIOR to registering for the class.

**Credits:** This class is equal to one full credit of high school grammar and composition.

**Required materials you should purchase:** 2-inch, three-ring binder with 9 dividers (marked: style, grammar, thesaurus, narrative, argument, research, documentation, fig lang/poetry, quizzes/miscellaneous. The grammar book you should purchase for this class is a copy of *The Ultimate Guide to SAT Grammar* by Erica L. Meltzer (there is a newer edition, but students must purchase the Fourth Edition ISBN 9780997517866).

**Materials Fee:** \$55 per student.

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**INTRODUCTION TO WRITING WITH NARNIA (1.5-hour tutorial):** In this 32-week course, students in grades 6-8 will continue their study in the foundations of writing using IEW's *Following Narnia Volume I: The Lion's Song* which contains writing lessons based on the first three of C.S. Lewis's *The Chronicles of Narnia*. Beckoning the students to experience the enchanted land of Narnia through IEW's Structure and Style writing method, this class is ideal for middle schoolers, who have already taken Introduction to Writing but who do not yet meet the minimum age requirement of eighth grade for the Writing Foundations class. This course is also ideal for students who would benefit from additional time spent shoring up skills presented in Introduction to Writing. In this class students will have opportunity to discuss basic literary components while practicing the dress-ups, sentence openers and decorations presented in the Introduction to Writing class. The intent of *Following Narnia* is to help the student learn to integrate IEW stylistic techniques with their other subjects, so students will write weekly essays on topics from the Narnia stories, but also from history and science while using all of the nine IEW structural models. Students should be prepared for a weekly assignment that involves writing between one and three new paragraphs, making corrections to a returned homework assignment, reading 1-2 chapters in *The Chronicles of Narnia*, as well as completing a word study page to better comprehend Lewis's texts and to help build vocabulary. Whereas the Introduction to Writing course recommends 2-3 hours for homework completion, this class recommends a solid three hours in addition to our weekly 90-minute session.

**Please note:** As with LTT's Introduction to Writing, you, the parent, must be willing to help your child organize and manage this class on a weekly basis at home or your child will not be able to continue in the class. Middle schoolers rarely succeed when parents leave them on their own, so parental involvement is essential. Parents are expected to review the weekly assignment checklist and hold their students accountable for the work's completion.

**Required materials and books PARENT should purchase:** 1 ½ inch binder, with 4 tabs (marked: homework, revisions, word study, handouts), a colored pen (any color but green or red), a highlighter, and any unabridged volume of *The Magician's*

*Nephew; The Lion the Witch, and the Wardrobe; and The Horse and His Boy.* Students may also need home access to the Student Resource Binder from their Introduction to Writing class.

**Remote Option:** There is NO remote option for this class.

**Prerequisite:** Students must have successfully passed one year of Introduction to Writing before attempting the additional requirements of this class.

**Materials Fee:** \$55 per student, which includes the required IEW text (provided by the instructor in the first class meeting) and copy fees.

**Tutor:** Carol de Vries, [cdevries4305@charter.net](mailto:cdevries4305@charter.net)

**FUNDAMENTALS OF LITERARY ANALYSIS** (1.5-hour tutorial): This 32-week high school literary analysis class is ideal for 9th and 10<sup>th</sup> graders but is open to any high school student who has never taken a formal high school discussion-based literature class. The intent of the class is to give students a solid foundation in literary analysis which includes helping them learn to read closely and metaphorically, appreciate authorial intent while discerning secular ideologies, and view each text Biblically by considering what the book might have to say about absolute truth, no matter what the author's beliefs or worldviews were. As an example of this, for each novel read, students will discuss what does this particular story have to say about man's inherent need for a savior. Throughout the year to prepare for class discussions, students will use a mix of study guides, annotation exercises, and written responses in dialectical journals, but no matter what they are using, students will be expected to provide textual evidence for their responses. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the text's big ideas along with deep dives into excerpts to notice text structure and author's word choice. Texts are intentionally chosen to expose students to a wide variety of genres from both American and British literature and for their text complexities: multiple narrators or plots, non-linear time sequence, symbolic elements, parallel characters or stories, or archaic language. Students are taught incrementally to write a variety of paragraphs and literary analysis essays.

**Prerequisites:** It is recommended (but not required) that students have successfully passed one year of LTT's Introductory or Foundational Writing or an equivalent before taking this class.

**Credits:** This class is equal to 1 full high school literature credit.

**Required Books:** Students will start the year with an 8-week short story unit and then read several novels: *A Christmas Carol* by Charles Dickens, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Giver* by Lois Lowry, *Animal Farm* by George Orwell, *The Old Man and the Sea* by Ernest Hemingway, and *Much Ado about Nothing* by William Shakespeare. The short stories used for the first 8 weeks will be emailed to the student each week and they will be required to print them out. For the novels, it is recommended that you purchase a used copy of each of the books so that your student has the book when needed and can feel free to write in their book. You may purchase any UNABRIDGED edition for the required books except for *Much Ado about Nothing* which must be the *No Fear Shakespeare* version ISBN 9781411401013.

**Required materials:** 1 ½ inch, three-ring binder with 5-tab dividers (marked: handouts, current book, past books, tests/quizzes, compositions), and a blue or black pen. In the second semester students will need a composition notebook.

**Materials Fee:** \$65.00 per student

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

**CLASSICAL MYTHOLOGY:** (1.5 hours) **Will be offered in the fall of 2025.**

This fun, interactive one semester literature class immerses high school students in Greek mythology. It is geared for early high school students but would be appropriate for any high school student. Without a grasp of ancient myths, students are ill-equipped to make sense of the classical allusions which abound in literature, media, sermons, and speeches. What is the underlying meaning when someone says beware of Greeks bearing gifts, or they have opened Pandora's box, or they have undertaken a Sisyphean task? Understanding the origin of classical references that are still widely used in our culture today opens intellectual doors for students. This interactive class will focus on learning the conventional patterns and motifs of classical mythic stories, as well as making relevant connections with the Bible and modernity. Although the myths were written by pagan pre-Christians, these mythological stories had seeds of truth in them that God used to prepare the gentiles (many of whom were Greeks) to receive the gospel when Paul delivered it to them in the New Testament. For homework most weeks students will read a selection from Edith Hamilton's text *Mythology*, summarize the main points of a myth in an outline, work through a couple of pages of questions/graphic charts, and write one paragraph from the classical Progymnasmata. Using their outline, the following week in class, students will give an oral narration of the myth to a partner to show their understanding of the story. Additionally, for homework, students will be required to read over (not memorize) a short script or poem in preparation for a class read aloud the following week. There is no final test in this class; instead, students will complete two assignments. First, they write an essay comparing some of the myths with the Bible and then they complete a culminating

project, *Mythology in Modern Day*, which requires students to take what they have learned, apply it to modernity, and present it to the class. This class is more reading intensive and is not as writing intensive so most students can take it at the same time as a writing course. Students should plan on about 3-4 hours of homework per week.

**Prerequisites:** It is not a prerequisite, but it will make this class easier for your student if they have successfully passed one year of a writing class, either LTT's Introductory Writing course or LTT's Foundational Writing (formerly Writing B) or an equivalent. There is no literature prerequisite for this class.

**Notes:** Two important reading and recall methods are used each week in this class. The first is Charlotte Mason's technique of oral and written narration for improved recall. The second is the repeated reading of a script or poem, a proven technique that helps oral reading fluency which in turn improves a student's silent reading fluency, stamina, and comprehension. High school students absolutely need to still practice reading aloud and this class will give them the practice they need.

**Credits:** This class is equal to ½ high school classical literature credit.

**Required materials you should purchase** A 2-inch binder with four sections (marked: handouts, homework, scripts, quizzes/papers) as well as a highlighter (the highlighter is essential for the scripts). Students should purchase a copy of Edith Hamilton's *Mythology* ISBN 0316341517 which is available from Amazon.

**Materials fee:** \$35

**Tutor:** Allison Desautell, [allionsdesautell@gmail.com](mailto:allionsdesautell@gmail.com)

**SHAKESPEARE SEMESTER:** (1.5 hours) **Will be offered in the spring of 2026.**

This interactive one semester literature class is the perfect way to introduce your student to the Shakespearean canon. The class is geared for early high school students but is open to all high school students. Just like standing too close to art, most English classes study Shakespeare one play at a time. This class will step back from the canvas in order to see the entire painting, considering Shakespeare's plays as a whole to see how his stories relate to each other. Shakespeare's plays are the bedrock of western civilization and are firmly rooted in the Christian tradition, so conversations about biblical truths will be a natural part of the class discussion each week. For the first few weeks of the semester, students will delve into abridged versions of several of his plays from *Tales from Shakespeare* by Charles and Mary Lamb that retain just enough of Shakespeare's original language to give students exposure to his archaic but beautiful word craft. At the same time, they will learn how he used his early plays to influence his later plays and read some of the primary sources that he used as inspiration for his plays. After being exposed to a variety of Shakespearean stories and learning the literary conventions and patterns that distinguish all of his works, students will be more than ready to spend the latter part of the semester reading deeply from two full-length original Shakespeare plays, one full length comedy and one full length tragedy (*A Midsummer Night's Dream* and *Macbeth*). Each week, the students will read the assigned act at home and then read it orally in class with their classmates. This class is more reading intensive than writing intensive so most high school students can take this class along with a writing class. Students should plan on about 3-4 hours of homework per week. **Notes:** This class is the second of two semester long classical literature classes offered this year at LTT. The two classes differ in that the first semester is less reading per week and is more focused on reading orally in class while the second semester requires more reading per week but there will be less reading aloud in class. Taking the two classes together is ideal as the first semester lays a solid foundation for the second semester, but students can choose to take just one semester as long as the prerequisites for that semester have been met.

**Prerequisites:** Preferably, students MUST have completed another LTT high school literature class. Options are taking the fall LTT mythology class or have taken *Fundamentals of Literary Analysis* which was offered last year at LTT. If neither of these prerequisites are met, you must get approval from the instructor prior to registering for the class. Additionally, it is highly recommended (but not a prerequisite) that students have completed one year of LTT's Foundational Writing class (formerly Writing B) or the Introductory Writing class.

**Credits:** This class is equal to ½ high school classical literature credit.

**Required materials you should purchase:** A 1 ½ inch binder with 3 dividers (marked: handouts, homework, quizzes/papers). Students will need three books: *Tales from Shakespeare* by Charles and Mary Lamb (must be ISBN 9781441405654 or ISBN 9781853261404), *A Midsummer Night's Dream* by William Shakespeare (This MUST be the NO FEAR Shakespeare version ISBN 9781586638481) and *Macbeth* by William Shakespeare (This MUST be the NO FEAR Shakespeare version ISBN 9781586638467). Please note: No other translations are acceptable since we will be reading the two full length plays in class, so every student must have a copy of the same NO FEAR Shakespeare version. Kindle versions are complicated to use because they lack page numbers so please buy your student a hard copy.

**Materials fee:** \$35

**Tutor:** Allison Desautell, [allionsdesautell@gmail.com](mailto:allionsdesautell@gmail.com)

**CLASSICAL LITERATURE:** (1.5 hours) This 32-week class is geared for 10<sup>th</sup>-12<sup>th</sup> graders is open to any high school student who has met all the prerequisites for the class. Students will spend the first semester reading the defining Greek epic that has had an incalculable influence on the western world (*The Iliad* by Homer) as well as a Greek tragedy (*Trojan Women* by Euripides). Then in the second semester, students will read the classic epic hero story that set the stage for all subsequent journey stories: *The Odyssey* by Homer and then they will finish the year reading the Anglo-Saxon epic of *Beowulf*. Since these texts were originally all told in the oral tradition and performed either by bards or on stage, they lend themselves well to being read aloud, so students will read the text at home and then the following week, a major portion of the class will be spent reading aloud and unpacking pertinent monologues and excerpts. Reading aloud greatly enhances comprehension of the text. Because students need to be able to both establish meaning and analyze meaning, class conversations will toggle back and forth between broad discussions of the universal truths found in the text along with deep dives into excerpts to notice symbolic elements, text structure, and author's word choice. Except for *Beowulf*, all the texts were written in a pagan pre-Christian society, so students will learn to appreciate the story in the context of the ancient culture it was written in while comparing and contrasting it with the Judeo-Christian worldview. Although *The Iliad* and *The Odyssey* seem daunting, the translations used are very accessible for high school students. Each week students should expect to read about 50 pages, complete work in a study guide or dialectical journal, and write at least one paragraph from the classical Progymnasmata.

**Prerequisites:** In order to enroll in this class, students must have successfully passed one year of LTT's Foundational Writing or an equivalent and one full year of a high school literary analysis class, **OR** alternately students may have taken both the Foundational Writing class and the Advanced Writing class. If students have not taken the instructor's mythology class, they should familiarize themselves with the Greek gods, goddesses and demi-gods before class begins in September. Students who have not met the prerequisites will need to get permission to enroll in the class by emailing the instructor **PRIOR** to registering for class.

**Credits:** This class is equal to 1 full high school classical literature credit.

**Required books and materials:** 1 ½ inch binder, with 4 tabs (marked: handouts, homework, quizzes/tests, compositions), a pen and three-ring binder paper. For the second semester, students will also need a composition notebook. Using the physical books is required as the digital book page numbers do not line up and make it complicated when reading out loud. Here are the required texts:

- *The Iliad* by Homer (must be the Robert Fagles translation ISBN 0140275363 or ISBN 0670835102 or ISBN 0140275360)
- *The Odyssey* by Homer (must be the Robert Fagles translation ISBN 0140449952 or ISBN 0140449957)
- *The Iliad: Memoria Press Study Guide* available at Christian Book Distributors for 12.00 (stock #WW389872)
- *Beowulf* (must be the Burton Raffel translation ISBN 978-0-451-53096-7)
- *Trojan Women* will be provided by the instructor.

**Materials fee:** \$45.00

**Tutor:** Allison Desautell, [allisondesautell@gmail.com](mailto:allisondesautell@gmail.com)

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**ABOUT LTT'S SCIENCE PROGRAM:** We recognize at LTT the importance of quality science classes that include complete lab sections. The tutors have developed a program that allows students to progress in science knowledge from middle school through high school. Our tutorials are blessed with authentic science equipment including microscopes and dissections pads plus so much more. We have everything needed including safety equipment to replicate a science course including labs. Our science tutors purposely teach students the skills to write labs and document them correctly in a laboratory notebook. At the end of our high school lab classes, this laboratory notebook also serves as proof for college admissions that course included the full lab requirements. We have also found doing science in a group setting helps facilitate discussion, teamwork, and understanding.

**GENERAL SCIENCE** (1.5-hour tutorial) – This Apologia (biblical worldview) junior high school level course is the foundation for all the upper-level Apologia high school science courses due to its easy introduction to areas of biology, physical sciences, and human anatomy and physiology in a simple and approachable manner. Labs and fun projects will be done in class while bi-weekly tests will be proctored at home. Apologia science courses follow a routine and rhythm that helps the students, and that routine is established effectively in this foundational course.

**Required Materials:** Apologia Exploring Creation with General Science, 2nd edition, by Jay Wile; ring binder with college ruled filler paper and 16 insertable dividers with tabs.

**Material fee:** \$40

**Tutor:** Dana Cloutier, [clouts4@yahoo.com](mailto:clouts4@yahoo.com)



**PHYSICAL SCIENCE** (1.5-hour tutorial) – This is a full year high school level course (that can also be taken in late middle school) focusing on physics and general chemistry. In physics students learn about motion, forces, energy, and heat; in chemistry students learn about matter, its composition, and the changes it undergoes. This course consists of abundant laboratory experiences where students will learn how to measure, investigate, analyze, and report. Students will be expected to complete assigned reading, written work, and tests outside of class so that we can focus on the activities during class.

**Prerequisites:** Students should be proficient with basic arithmetic skills and currently taking pre-algebra or above. Required

**Materials:** Please purchase a calculator (scientific or graphing) and 2” binder. All other course materials will be provided to each student by the instructor.

**Material fee:** \$40

**Tutor:** Melissa Lamb, [melissa745@gmail.com](mailto:melissa745@gmail.com)

**BIOLOGY** (1.5-hour tutorial) - This is a rigorous college-prep high school course with corresponding lab work including dissections that covers the basic principles of Biology. Topics include overview of the classification of organisms and a survey of representative species, basic cell biology and biochemistry concepts, the anatomy and physiology of representative organisms, genetics, ecology, and a discussion of evolution. The student will be responsible for homework assignments and maintaining a laboratory notebook designed to document the experiments performed. This laboratory notebook also serves as proof for college admissions that the Biology course included a laboratory section. This course uses a free, online textbook from Guest Hollow.

**Required Materials:** Students require the Guest Hollow Biology Workbook, which is available on the Guest Hollow website for free. (<https://bit.ly/LTTbiology> ) Students may choose to print this workbook but may choose to fill out worksheets on the computer in order to save the cost of printing. The student will also need a google account they can use for Google Classroom. The instructor will provide the lab notebook.

**Material Fee:** \$35

**Tutor:** Melissa Lamb, [melissa745@gmail.com](mailto:melissa745@gmail.com)

**CHEMISTRY/HONORS CHEMISTRY** (2-hour tutorial) - This is a rigorous college-prep high school course with corresponding lab work that covers the basic principles of Chemistry. Topics include significant figures, moles, stoichiometry, acids and bases, atomic structure, gas laws, and thermodynamics. This class will complete the text, labs, as well as additional practice problems. Students who complete this plan of study will be well prepared for college level Chemistry. Additional independent study work will be offered for those who wish to take this course at the Honors Level. The student will be responsible for homework assignments as well as maintaining a laboratory notebook designed to document the experiments performed. This laboratory notebook also serves as proof for college admissions that the Chemistry course included a laboratory section.

**Prerequisites:** Algebra 1

**Required Materials:** *The Spectrum Chemistry* by Wilemon and Dobbins ISBN 978-0966657869 (textbook only, available at [www.beginningspublishing.com](http://www.beginningspublishing.com) or you may use other available retailers), scientific calculator, and a binder with dividers and a device with access to the internet such as a smartphone or laptop (this does not need to travel to class but will be used to turn in homework and complete assignments). The instructor will provide the lab notebook.

**Material Fee:** \$35

**Tutor:** Melissa Lamb, [melissa745@gmail.com](mailto:melissa745@gmail.com)

**PHYSICS** (1.5-hour tutorial) - This is a rigorous college-prep course with corresponding lab work that covers the basic principles of physics. In addition, a purpose of the course is to train students to recognize and apply the laws of physics to their everyday interactions with the physical world around them. Students who complete this plan of study will be well prepared for college level Physics. The student will be responsible for homework assignments based on assigned questions in the chapters as well as participating in and documenting experiments.

**Prerequisites:** (1) Algebra 2 and a basic knowledge of trigonometric functions (sine, cosine, tangent), or permission of the instructor; (2) completion of an [online questionnaire](#).

**Required Materials:** Glencoe Physics: Principles and Problems, Student Edition (2012) ISBN 978-0076592524, scientific calculator (a phone or other device with a scientific calculator app is acceptable; recommendations available), and a binder with dividers.

**Material Fee:** \$55

**Tutor:** Shayne Picard, [shaypic@gmail.com](mailto:shaypic@gmail.com)

**ANATOMY AND PHYSIOLOGY** (1.5-hour tutorial) – **This class will be offered in the 2025-2026 school year.**

This course will cover human anatomy and physiology. It will cover topics such as cell biology, genetics, physiology, nutrition, and disease. Students who complete all assignments can use the Honors designation on their transcript (optional). The course will include textbook readings, homework assignments, and lab experiments. There will also be five dissection assignments to deepen students' understanding of anatomy.

**Prerequisites:** Students must have successfully completed a course in biology and chemistry OR have permission from the instructor.

**Required Materials:** *Students will need a google account to use for Google Classroom. This course will use online and free materials which will be provided by the teacher.*

**Material Fee:** \$35

**Tutor:** Melissa Lamb, [melissa745@gmail.com](mailto:melissa745@gmail.com)

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