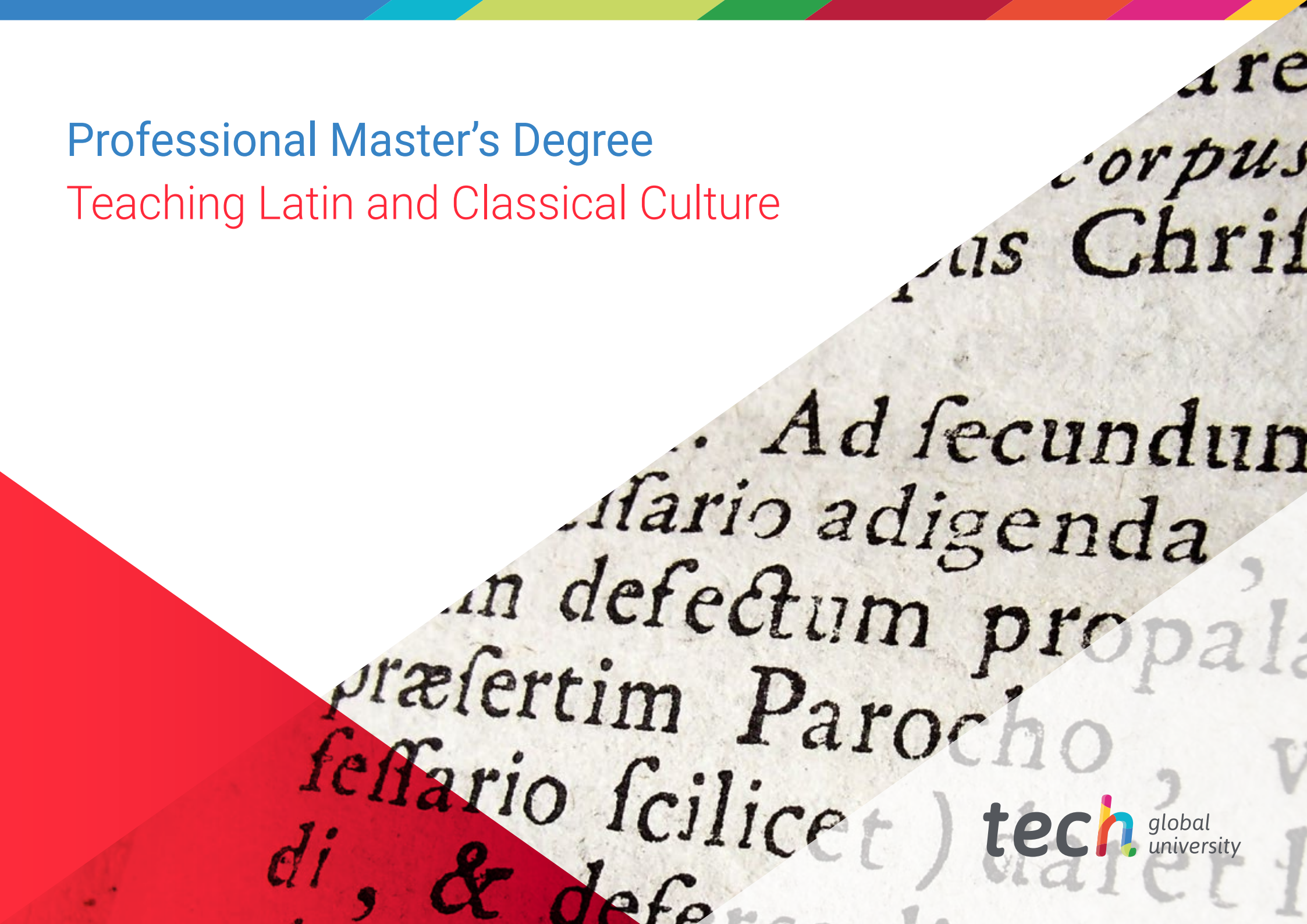
Professional Master's Degree

Teaching Latin and Classical Culture



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Professional Master's Degree
Teaching Latin and Classical Culture

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/professional-master-degree/master-teaching-latin-classical-culture**

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01

Introduction

Humanistic studies cannot be conceived without a global body of knowledge, more so if it is comprehensive, of the history, literary and socio-cultural context of the ancient Roman world in which Latin, as an Indo-European language, gave rise to some of the most widely spoken languages today. Moreover, taking Greek and Roman culture as a reference to understand today's society is an indispensable foundation to work on in the educational field. Based on this, TECH and its team of experts in History and Humanities have put together a dynamic and comprehensive program so teachers can gain a detailed understanding of the most effective teaching strategies to teach Latin and Classical Culture at schools. Through a 100% online training program, teachers will be able to implement the best techniques in their teaching, so their students become interested in classical art and syntactic translation from and into their mother tongue.

Ad discendum quod opus est nulla mihi aetas sera videri potest (There is no age too old to learn what I need to learn), and this Professional Master's Degree is the best opportunity to do so"

Classical Culture is fundamental in the field of education because ancient Greece and Rome were the cradle of Western civilization. Thus, understanding what happens today is inconceivable without first knowing what happened during the first millennium B.C. and how these two great states gave rise to a rich history in which, if we delve deeper, it is possible to establish similarities with current times. However, this is an area that sometimes does not generate interest in students who see in it, as in Latin, an obsolete culture.

To prove that this is not the case and that it is possible to teach these subjects in a dynamic and entertaining way, TECH and its team of experts in Humanities and History have developed a complete program with which teachers can implement the most innovative teaching strategies in their practice. A Professional Master's Degree consisting of 1,500 hours of diverse content, including additional material (detailed videos, research articles, didactic resources, complementary readings, etc.) that graduates will be able to use in their own classes.

Through an extensive historical journey, the syllabus delves into the geographical framework of Greece and Rome, classical art, Greco-Roman religion, and the politics and social structures of the time. Once this period is over, the program focuses on Latin and the keys to its mastery, from the translation of simple to complex sentences, with special emphasis on the syntactic guidelines to carry it out properly. All this in a 100% online format and through a unique academic experience with which teachers will no doubt take a step further in their commitment to a more innovative methodological education.

This **Professional Master's Degree in Teaching Latin and Classical Culture** contains the most complete and up-to-date program on the market. The most important features include:

- Practical cases presented by experts in Humanities, Art History and Teaching
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an Internet connection

You will work comprehensively on the translation of simple and compound sentences in Latin, pointing out exceptions and specific syntactic constructions"

The best program available on the academic market to implement the most innovative and effective language teaching methods into your daily practice"

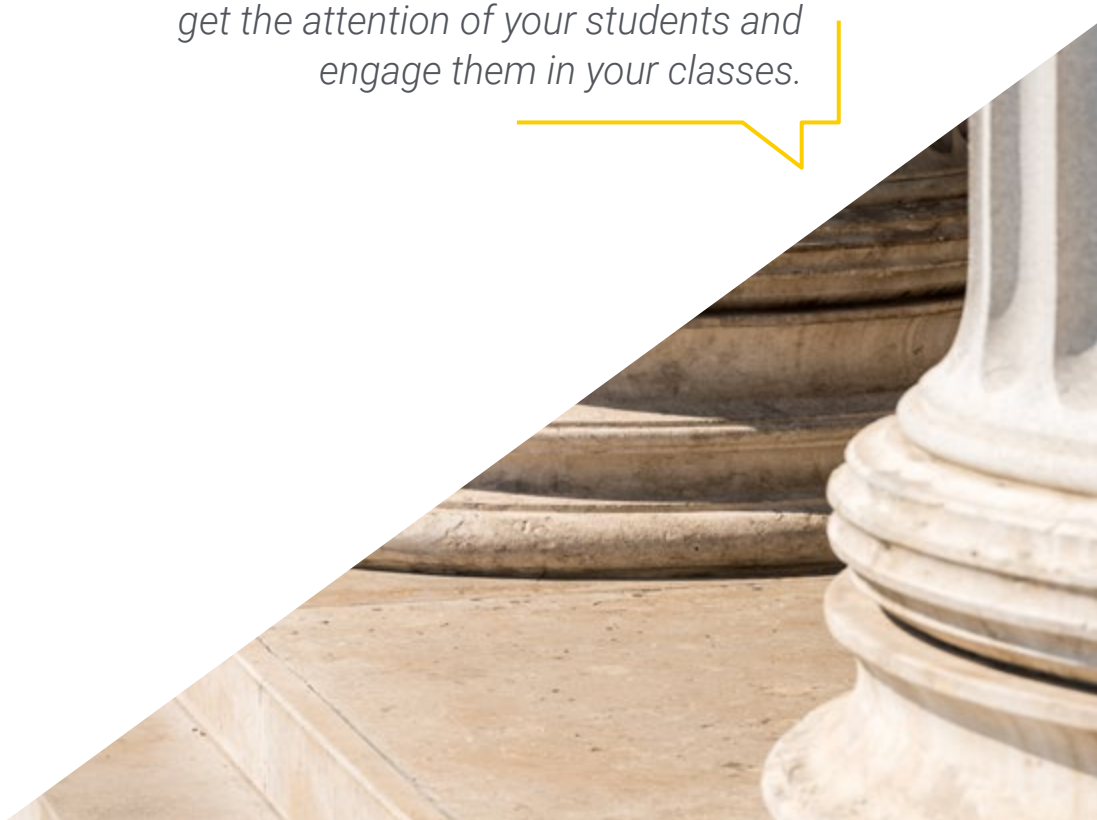
You will learn to use the Flipped Classroom method using the tools to apply it on a daily basis in your classes.

Thanks to this Professional Master's Degree, you will work on perfecting your communication strategies, so you can get the attention of your students and engage them in your classes.

The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive specialization programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.



02

Objectives

TECH and its team of experts in Humanities and History have developed this Professional Master's Degree because they are aware of the complex situation that teaching Latin and Classical Culture is currently going through. That is why they have developed a complete and innovative program through which teachers can learn in detail the most effective teaching strategies used for these subjects and generate interest in their students.

Whatever your objectives are, TECH and its team of experts will provide you with everything you need to achieve them in just 12 months of specialization"

General Objectives

- Introduce students to the world of teaching from a global perspective in order to prepare them for future employment
- Show the different options and methods used in teaching
- Favor knowledge acquisition of the contents of the subject of Latin and Classical Culture
- Know the main elements of the Greco-Latin influence in current societies
- Encourage continuous education of students and an interest in teaching innovation.
- Acquire a responsible civic conscience for a more just society
- Identify facts, events and other factors born in the Greco-Latin civilization that have survived to this day
- Interpret and understand current circumstances based on one's own cultural background
- Know and use the phonological, morphological, syntactic and lexical foundations of Latin
- Reflect on the substantial elements that make up languages
- Recognize elements in Latin that have evolved or remain in our language
- Identify and value the main contributions of the Greco-Latin civilization
- Know the main facts of the Greek and Roman past, with special attention placed on the Iberian Peninsula
- Identify facts, events and other factors born in the Latin civilization and which have survived to the present day
- Acquire specific skills to teach Latin and Classical Culture
- Understand the origin and evolution of romance languages
- Use the fundamental rules governing the phonetic evolution of Latin

A high-level qualification for you to teach Latin in an innovative and entertaining way, but, above all, in an effective way"

Specific Objectives

Module 1. Methodologies and Educational Innovation

- Know and apply new teaching methodologies
- Select the most appropriate tools to teach the subject matter
- Understand the resources and possibilities of educational innovation

Module 2. Language Teaching Methods

- Differentiate between and recognize the different language teaching methods
- Select the method suitable to the educational context
- Understand the existing connection between the subject matter and the learners

Module 3. Ancient Greek and Roman History

- Differentiate between and recognize the different stages of Antiquity
- Know the most important processes in the historical construction of Greece and Rome
- Understand the legacy of these two cultures in the present

Module 4. Greco-Roman Religion

- Differentiate between and recognize the foundations of ancient religion
- Understand the impact of religion on society
- Understand the imprint of religiosity in today's world

Module 5. Politics and Society

- Develop a broad and specialized body of knowledge of government structures and social classes in Ancient Greece and Rome
- Understand the concept of citizenship in Antiquity and what it meant to be a citizen in Athens, Sparta and Rome
- Delve into the characteristics and social significance of public spectacles in Ancient Greek and Roman theater

Module 6. Classical Art

- Differentiate between and recognize the various artistic styles
- Select and know the most outstanding elements used in artistic production
- Know the impact on subsequent artistic styles
- Understand the cultural and artistic influence on the world today

Module 7. Simple Sentences I

- Recognize the morphosyntactic characteristics in Latin
- Identify the basic elements in Latin syntax

Module 8. Simple Sentences II

- Use Latin verb tenses in context
- Translate simple sentences with all basic syntactic components
- Recognize and differentiate Latin adjectives and adverbs

Module 9. Simple Sentences III

- Translate simple sentences with case exceptions
- Recognize and translate specific syntactic constructions

Module 10. Compound Sentences

- Translate compound sentences with all constituents
- Recognize and use non-personal verb tenses

03

Skills

Students who enroll in this Professional Master's Degree will work on perfecting their teaching and communicative skills, implementing the most effective teaching strategies used around the world into their daily practice. Thanks to the multitude of resources made available, students will be able to determine the level of depth they wish to have for each of the sections included in the syllabus. Thus, the program is tailored to their needs, guaranteeing their investment will achieve the innovative teaching strategies essential to imparting Latin and Classical Culture.

You will work on the most innovative communication techniques, so as to address your students in an assertive and favorable way"

Basic Skills

- Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study
- Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- Communicate their conclusions and the ultimate knowledge and rationale behind them to specialized and non-specialized audiences in a clear and unambiguous manner.
- Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous

Specific Skills

- Apply theoretical knowledge in a practical context to solve methodological problems in educational work environments
- Reflect on the best teaching methodology for each lesson and be able to carry it out through an informed judgement
- Design lessons depending on the educational context, objectives, needs and subject matter
- Identify the characteristics of the Ancient Roman world and explain the elements that compose it
- Understand the history of Ancient Rome and recognize its influence on daily life today
- Knowledgeably explain in detail Ancient Roman history, traditions, artistic movements and sociological elements
- Analyze and translate classical Latin texts in relation to a given context and its pragmatics
- Think critically and reflect on Latin and classical culture

You will have access to the Virtual Campus 24 hours a day from Monday to Friday, no fixed schedules or face-to-face classes, so you can take it through any device with an Internet connection"

04

Course Management

In its maxim to offer the best possible training, TECH has selected teaching staff for this Professional Master's Degree that is versed in education and in Classical History. They are widely and extensively experienced professionals in education, who also characterized by their human quality. Thanks to this, graduates will gain a detailed understanding their most effective strategies, and will learn from their experience to design dynamic and entertaining classes for the whole student body.

The teaching team has actively participated in the design of the syllabus, providing a specialized character based on their own experience in education"

Management

Mr. Maciá Pérez, José Ángel

- Pedagogical Director, San Alberto Magno International School, Alicante
- Teacher and social educator
- Manager, EDYCU Gestión Educativa y Cultural
- Degree in Religious Sciences

Professors

Ms. Belso Delgado, Marina

- Art historian and researcher
- Master's Degree in Research and Management of Historical and Artistic Heritage, University of Murcia

Ms. Antón, Estefanía

- Humanist
- Master's Degree in The Protection of Historical and Artistic Heritage

Ms. Olcina González, Andrea

- Humanities teacher
- Private teacher/tutor

05

Structure and Content

TECH is a pioneer in the use of the *Relearning* methodology on all of its programs. This pedagogical strategy consists of reiterating the most important concepts throughout the syllabus, allowing graduates to increase their knowledge in a gradual and natural way, without having to invest additional hours into memorizing. Thanks to the amount of additional material that you will find on the Virtual Campus, students will be able to decide the level of depth they wish to devote to each section of the syllabus; a program adapted to their requirements and to the current context in education.

You will have access to hundreds of hours of diverse additional content, so you can delve deeper and in a personalized way into the aspects of the syllabus that you consider most important for your practice as a teacher"

Module 1. Methodologies and Educational Innovation

1.1. Educational Innovation
- 1.1.1. What Do We Mean by Educational Innovation?
- 1.1.2. The Changing Role of Teachers
- 1.1.3. Competency-Based Education
- 1.1.4. Coaching
- 1.1.5. Attention to Diversity
- 1.1.6. Learning Communities

1.2. Digital Competence
- 1.2.1. What Is Meant by Digital Competence?
- 1.2.2. The Digital Competence Framework for Educators
- 1.2.3. Content Curation
- 1.2.4. Classroom Learning Technologies (CLT)
- 1.2.5. Creating Digital Content
- 1.2.6. Social Networks in the Classroom

1.3. Educational Entrepreneurship
- 1.3.1. What Is Meant by Entrepreneurship in the Classroom?
- 1.3.2. Design Thinking: Fundamentals
- 1.3.3. Process vs. Product
- 1.3.4. Classroom Application
- 1.3.5. Agile Methodologies
- 1.3.6. Agile Methodologies: Classroom Implementation

1.4. Communication Strategies
- 1.4.1. Audiovisual Environments
- 1.4.2. Storytelling in the Classroom
- 1.4.3. Using Podcasts
- 1.4.4. Video Communication Resources
- 1.4.5. Other Communication Elements
- 1.4.6. Classroom Applications

1.5. Flipped Classroom
- 1.5.1. Definition of Flipped Classroom
- 1.5.2. Model Fundamentals
- 1.5.3. Work Prior to Implementation
- 1.5.4. Tools
- 1.5.5. Design, A Necessary Step
- 1.5.6. Lessons from Experience

1.6. Cooperative Learning
- 1.6.1. The Fundamentals of Cooperative Learning
- 1.6.2. The Objectives of Cooperative Learning
- 1.6.3. Vigostky's Theory
- 1.6.4. Building Cooperative Learning
- 1.6.5. Space Suitability
- 1.6.6. Assessing Cooperative Learning

1.7. Thinking Based Learning
- 1.7.1. Explanatory Fundamentals
- 1.7.2. Bloom's Taxonomy
- 1.7.3. Learning to Think
- 1.7.4. Learning by Doing
- 1.7.5. Rubrics
- 1.7.6. Various Assessment Models

Module 2. Language Teaching Methods

2.1. First Methods
- 2.1.1. What Is a Method?
- 2.1.2. The Classical Translation Method
- 2.1.3. Gouin's Method
- 2.1.4. The Direct Method
- 2.1.5. The Audiolingüe Method

2.2. The Author's Method
- 2.2.1. Communal Learning
- 2.2.2. Suggestopedia
- 2.2.3. The Silent Way
- 2.2.4. *Total Physical Response*
- 2.2.5. The Natural Approach

2.3. Current Methods
- 2.3.1. Functional Syllabus
- 2.3.2. Non-Functional Syllabus
- 2.3.3. Communicative Method

2.4. General Approaches to Latin
- 2.4.1. Learner-Based Instruction
- 2.4.2. Task-Based Learning
- 2.4.3. Topic-Based Learning
- 2.4.4. Project-based Learning
- 2.4.5. Strategy-Based Instruction
- 2.4.6. Collaborative Approaches

2.5. Specific Approaches to Latin
- 2.5.1. Content-Based Instruction
- 2.5.2. Language Immersion
- 2.5.3. Vocational Instruction
- 2.5.4. Bilingual Education
- 2.5.5. Special Purpose Education
- 2.5.6. Corpus-Based Instruction

2.6. The Eclectic Method and Language-Culture
- 2.6.1. The Relation between Language and Culture
- 2.6.2. Which Method Should Be Used?
- 2.6.3. Teaching Contexts and Globalization

2.7. Interaction, Transfer and Motivation
- 2.7.1. Creating Interactive Lessons
- 2.7.2. Language Transfer
- 2.7.3. How Can Students Be Motivated?
- 2.7.4. Advantages of Group Work

Module 3. Ancient Greek and Roman History

3.1. Definition of Classical Culture and Sources for Study
- 3.1.1. Building the Concept
- 3.1.2. Archaeology
- 3.1.3. Epigraphy
- 3.1.4. Numismatics
- 3.1.5. Papyrology and Codicology
- 3.1.6. Paleography
- 3.1.7. Historiography and Philology

3.2. The Geographical Framework of Ancient Greece
- 3.2.1. Helad or Greece?
- 3.2.2. Continental Greece
- 3.2.3. Northern Greece
- 3.2.4. Central Greece
- 3.2.5. Peninsular Greece or Peloponnese
- 3.2.6. Insular Greece
- 3.2.7. Asiatic and Colonial Greece

3.3. The Minoan Civilization, the Mycenaean Civilization and the Dark Ages
- 3.3.1. The Transition to the Bronze Age
- 3.3.2. The Minoan Civilization
- 3.3.3. The Mycenaean Civilization
- 3.3.4. The Sea Peoples
- 3.3.5. The Dark Ages
- 3.3.6. Politico-Social Organization during the Dark Ages
- 3.3.7. The Homeric Poems

3.4. The Stages in Greek History: Archaic, Classical and Hellenistic
- 3.4.1. Archaic Greece and Colonization
- 3.4.2. Classical Greece
- 3.4.3. Athens and Sparta
- 3.4.4. The Wars that Forged Greece
- 3.4.5. Philip and Alexander the Great
- 3.4.6. Hellenistic Greece

3.5. The Origin of Ancient Rome, Legend and Reality
- 3.5.1. The Physical and Geographical Framework
- 3.5.2. The Reading of Romulus and Remus
- 3.5.3. Aeneas: The Trojan Legend
- 3.5.4. The Albanian Dynasty
- 3.5.5. Cacus or the Frustrated Hero
- 3.5.6. The Rise of Ancient Rome

3.6. The Monarchy and the Republic
- 3.6.1. The Mythical Kings of Latium
- 3.6.2. The Monarchy
- 3.6.3. The 509 Crisis
- 3.6.4. The Roman Republic
- 3.6.5. Patricians and Commoners
- 3.6.6. The Punic Wars

3.7. The Roman Empire
- 3.7.1. The Transition to Empire
- 3.7.2. The Figure of Augustus
- 3.7.3. The Early Empire
- 3.7.4. The Later Empire
- 3.7.5. Economics and Society
- 3.7.6. Christianity

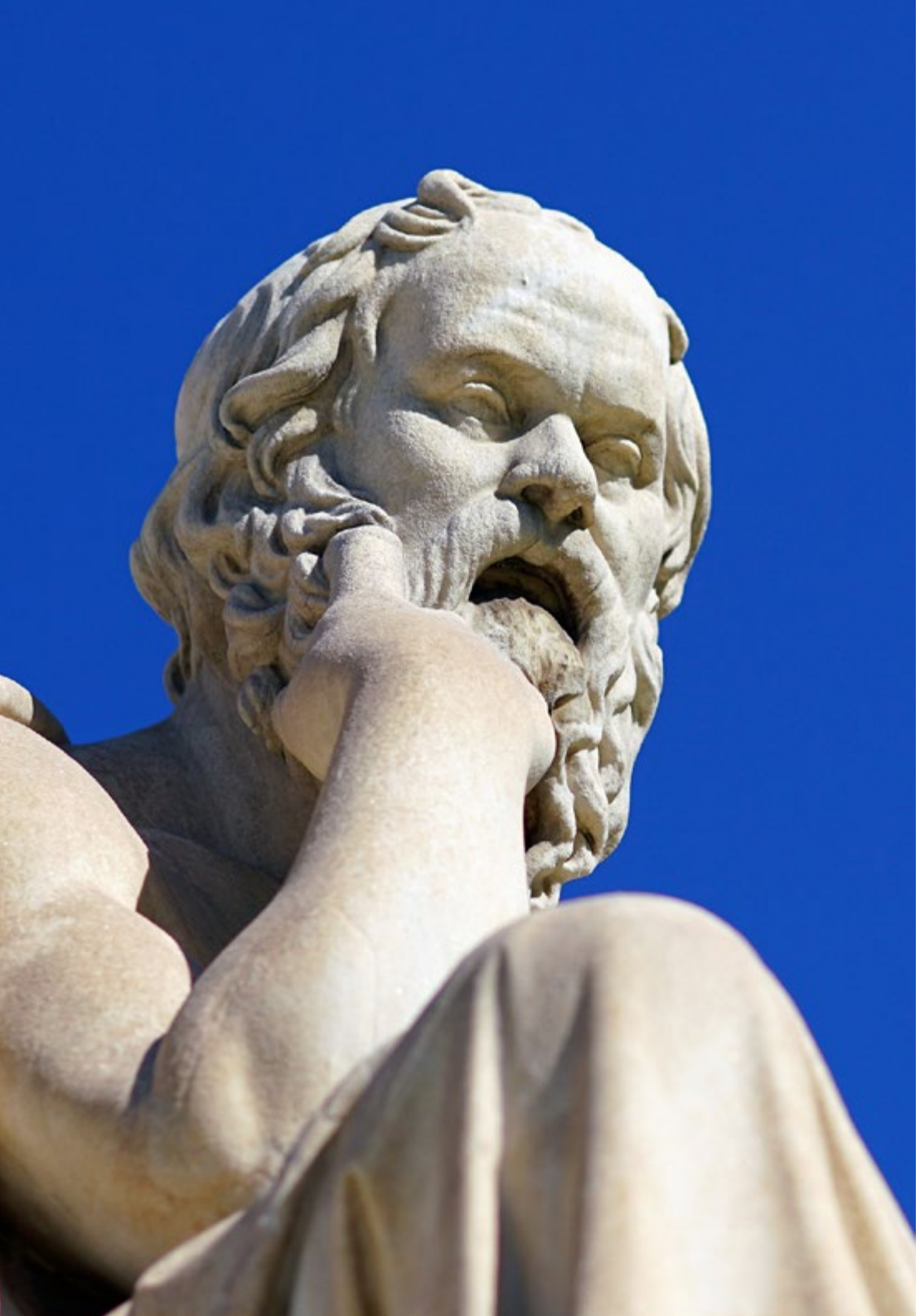
Module 4. Greco-Roman Religion

4.1. Classical Religion
- 4.1.1. General Characteristics
- 4.1.2. Organization of Worship
- 4.1.3. Politics and Religion
- 4.1.4. Sanctuaries
- 4.1.5. New Divinities: Adoption, Assimilation and Syncretization
- 4.1.6. Rituals

4.2. Greco-Roman Mythology
- 4.2.1. The Lineage of the Gods
- 4.2.2. Chaos
- 4.2.3. Gaia - Uranus: The First Divine Generation
- 4.2.4. Rhea - Cronus: The Second Divine Generation
- 4.2.5. Zeus - Hera: The Third Divine Generation
- 4.2.6. The Creation of Humanity

4.3. The Oracles
- 4.3.1. The Concept of Oracle
- 4.3.2. The Influence of Divination on Politics in Antiquity
- 4.3.3. Pythia
- 4.3.4. The Oracle of Dodona
- 4.3.5. The Oracle of Delphi
- 4.3.6. Eleusinian Mysteries

4.4. The Olympic Pantheon
- 4.4.1. The Olympian Gods
- 4.4.2. Other Gods and Heroes
- 4.4.3. Muses and Nymphs
- 4.4.4. Monsters in Classical Mythology
- 4.4.5. The Most Relevant Heroes
- 4.4.6. Roman Assimilation of the Greek Gods



4.5. Worship in Ancient Greece and Rome
- 4.5.1. Types of Worship
- 4.5.2. Public Worship
- 4.5.3. Imperial Worship
- 4.5.4. Priesthood
- 4.5.5. Prayers
- 4.5.6. Offerings
- 4.5.7. Sacrifices

4.6. Greco-Roman Festivals
- 4.6.1. Festivals in Ancient Greece
- 4.6.2. Ancient Roman Festivals
- 4.6.3. The Saturnalia
- 4.6.4. The Lupercals
- 4.6.5. The Vestalia
- 4.6.6. Other Festivities

4.7. Private Religion
- 4.7.1. Private Worship in Ancient Greece
- 4.7.2. Private Worship in Ancient Roman Religion
- 4.7.3. Lares
- 4.7.4. Di Penates
- 4.7.5. Manes and the Genuis
- 4.7.6. The Pater Families and Specific Gods

Module 5. Politics and Society

5.1. Social Classes in Ancient Greece and Rome
- 5.1.1. Citizenship in Ancient Greece
- 5.1.2. Non-Citizenship in Greece
- 5.1.3. Athens and Sparta
- 5.1.4. Roma: Patricians and Commoners
- 5.1.5. Roma: Freed People and Slaves
- 5.1.6. Roma: Free Women

5.2. Government Structures
- 5.2.1. Conception of Government in Ancient Greece
- 5.2.2. The Athenian Organization
- 5.2.3. The Spartan Structure
- 5.2.4. Roma: Political Institutions
- 5.2.5. Ancient Rome and Its Magistrates
- 5.2.6. Rome under the Empire

5.3. The Concept of Citizenship
- 5.3.1. The Evolution of the Concept of Citizenship in Antiquity
- 5.3.2. Being a Citizen in Athens
- 5.3.3. Being a Citizen in Sparta
- 5.3.4. Citizenship in Ancient Rome
- 5.3.5. Implications of Being a Citizen in Ancient Rome
- 5.3.6. The Extension of Ancient Roman citizenship

5.4. The Army
- 5.4.1. The Soldier-Citizen in Ancient Greece
- 5.4.2. The Army in Athens
- 5.4.3. The Army in Sparta
- 5.4.4. The Army in Boecio
- 5.4.5. The Formation of the Ancient Roman Army
- 5.4.6. The Organization of the Ancient Roman Army

5.5. Public Shows
- 5.5.1. Athletic Competitions
- 5.5.2. The Ancient Greek Theater
- 5.5.3. The Circus
- 5.5.4. The Amphitheater
- 5.5.5. The Ancient Roman Theater
- 5.5.6. Other Shows

5.6. Greco-Roman Science and Literature
- 5.6.1. Science in Ancient Greece and Rome
- 5.6.2. Astronomy, Mathematics and Physics
- 5.6.3. Medicine
- 5.6.4. Representatives of Greco-Roman Literature
- 5.6.5. Latin Poetry
- 5.6.6. Latin Comedy

5.7. Women in Greco-Roman Society
- 5.7.1. Women in Ancient Greece and Rome
- 5.7.2. The Rights of Women in Antiquity
- 5.7.3. Daily Life
- 5.7.4. The Role of Women in the Family
- 5.7.5. Religious Life
- 5.7.6. Significant Women Ancient Greece and Rome

Module 6. Classical Art

6.1. Ancient Greek Architecture
- 6.1.1. General Characteristics
- 6.1.2. The Three Architectural Orders
- 6.1.3. Materials
- 6.1.4. The Three Periods: Archaic, Classical and Late
- 6.1.5. Ancient Greek Temples
- 6.1.6. Theater
- 6.1.7. Other Significant Buildings

6.2. Ancient Greek Sculpture
- 6.2.1. The Geometric Period
- 6.2.2. The Archaic Period
- 6.2.3. The Classical Period
- 6.2.4. The Hellenistic Period
- 6.2.5. The Figure of the Sculptor
- 6.2.6. Significant Works

6.3. The Acropolis in Athens
- 6.3.1. History
- 6.3.2. Architectural Elements
- 6.3.3. The Buildings that Formed the Acropolis
- 6.3.4. Decoration
- 6.3.5. Relevant Authors
- 6.3.6. Functionality

6.4. Ancient Roman Architecture
- 6.4.1. History
- 6.4.2. Materials and Innovative Techniques
- 6.4.3. Vitruvio's Three Principles
- 6.4.4. Ancient Roman Architectural Orders
- 6.4.5. Types of Building
- 6.4.6. Ancient Roman Architects

6.5. Ancient Roman Sculpture
- 6.5.1. History of Sculpture
- 6.5.2. Sculpting Techniques
- 6.5.3. Influences in Ancient Roman Sculpture
- 6.5.4. Sculpture in the Roman Empire
- 6.5.5. Sculpture in the Late Imperial Period
- 6.5.6. Color as an Expressive Resource

6.6. Mosaics and Ancient Roman Painting
- 6.6.1. Mosaics
- 6.6.2. Construction and Location of Mosaics
- 6.6.3. Mosaic Workshops and Types
- 6.6.4. Purpose of the paintings
- 6.6.5. Painting Techniques
- 6.6.6. Themes and Expressiveness

6.7. Greco-Roman Art on the Iberian Peninsula
- 6.7.1. Ancient Greek Architecture
- 6.7.2. The Minor Arts
- 6.7.3. Ancient Roman Architecture
- 6.7.4. Ancient Roman Theaters
- 6.7.5. Ancient Roman Sculpture
- 6.7.6. Mosaics and Painting

Module 7. Simple Sentences I

7.1. Latin Morphosyntax
- 7.1.4. Latin Morphosyntactic System
- 7.1.5. Latin Nominal System
- 7.1.6. Latin Verbal System

7.2. How Is Latin Translated?
- 7.2.1. Translation from Latin or Translation into Latin?
- 7.2.2. Literal Translation
- 7.2.3. Free Translation
- 7.2.4. Structure of the Latin Dictionary
- 7.2.5. Use of the Latin Dictionary

7.3. Latin Cases I
- 7.3.1. Nominative
- 7.3.2. Vocative
- 7.3.3. Accusative
- 7.3.4. Genitive
- 7.3.5. Dative
- 7.3.6. Ablative
- 7.3.7. Locative

7.4. First Declension
- 7.4.1. Subject in -a
- 7.4.2. Practical Examples Applied to the Classroom

7.5. Second Declension
- 7.5.1. Subject in -o
- 7.5.2. Practical Examples Applied to the Classroom

7.6. Derivation I
- 7.6.1. Cultisms vs. Vulgarisms
- 7.6.2. Vowel Derivations
- 7.6.3. Diphthong Derivations

7.7. Derivation II
- 7.7.1. Consonant Derivations
- 7.7.2. Silent Consonants
- 7.7.3. Voiced Consonants
- 7.7.4. Consonant Clusters

Module 8. Simple Sentences II

8.1. Present and Imperfect Indicative
- 8.1.1. Agreement between Subject and Verb
- 8.1.2. Present Active Indicative
- 8.1.3. Imperfect Active Indicative
- 8.1.4. Practical Examples Applied to the Classroom

8.2. Adjectives and Adverbs
- 8.2.1. Agreement between Nouns and Adjectives
- 8.2.2. Adjectives with Three Endings
- 8.2.3. Adjective Degrees
- 8.2.4. Latin Adverbs
- 8.2.5. Practical Examples Applied to the Classroom

8.3. Pronouns I
- 8.3.1. Personal Pronouns
- 8.3.2. Proper Demonstrative Pronouns
- 8.3.3. Anaphoric Demonstrative Pronouns
- 8.3.4. Possessive Pronouns
- 8.3.5. Practical Examples Applied to the Classroom

8.4. Third Declension
- 8.4.1. Themes in Consonant
- 8.4.2. Themes in -i
- 8.4.3. Third Declension Adjectives
- 8.4.4. Practical Examples Applied to the Classroom

8.5. Prepositions
- 8.5.1. The Use of Prepositions
- 8.5.2. Accusative Prepositions
- 8.5.3. Genitive Prepositions
- 8.5.4. Dative Prepositions
- 8.5.5. Ablative Prepositions
- 8.5.6. Practical Examples Applied to the Classroom

8.6. Future Imperfect and Past Perfect Indicative
- 8.6.1. Future Imperfect Indicative
- 8.6.2. Past Perfect Indicative
- 8.6.3. Practical Examples Applied to the Classroom

8.7. Fourth and Fifth Declensions
- 8.7.1. Subject in -u
- 8.7.2. Subject in -e
- 8.7.3. Practical Examples Applied to the Classroom

Module 9. Simple Sentences III

9.1. Pronouns II
- 9.1.1. Relative Adjective Pronouns
- 9.1.2. Emphatic Adjective Pronouns
- 9.1.3. Interrogative Adjective Pronouns
- 9.1.4. Practical Examples Applied to the Classroom

9.2. Past Perfect and Future Perfect Indicative
- 9.2.1. Past Perfect Active Indicative
- 9.2.2. Future Imperfect Active Indicative
- 9.2.3. Practical Examples Applied to the Classroom

9.3. Latin Cases II
- 9.3.1. Other Accusative Functions
- 9.3.2. Other Genitive Functions
- 9.3.3. Other Dative Functions
- 9.3.4. Other Ablative Functions
- 9.3.5. Practical Examples Applied to the Classroom

9.4. Present and Imperfect Subjunctive
- 9.4.1. Uses of the Subjunctive
- 9.4.2. Present Active Subjunctive
- 9.4.3. Imperfect Active Subjunctive
- 9.4.4. Practical Examples Applied to the Classroom

9.5. The Comparative
- 9.5.1. Equality Comparatives
- 9.5.2. Inferiority Comparatives
- 9.5.3. Superiority Comparatives
- 9.5.4. Superlatives
- 9.5.5. Practical Examples Applied to the Classroom

9.6. Past Perfect and Pluperfect Subjunctive
- 9.6.1. Past Perfect Active Subjunctive
- 9.6.2. Past Pluperfect Active Subjunctive
- 9.6.3. Practical Examples Applied to the Classroom

9.7. The Passive Voice
- 9.7.1. The Use of the Passive Voice
- 9.7.2. Passive Voice Conjugation
- 9.7.3. Practical Examples Applied to the Classroom

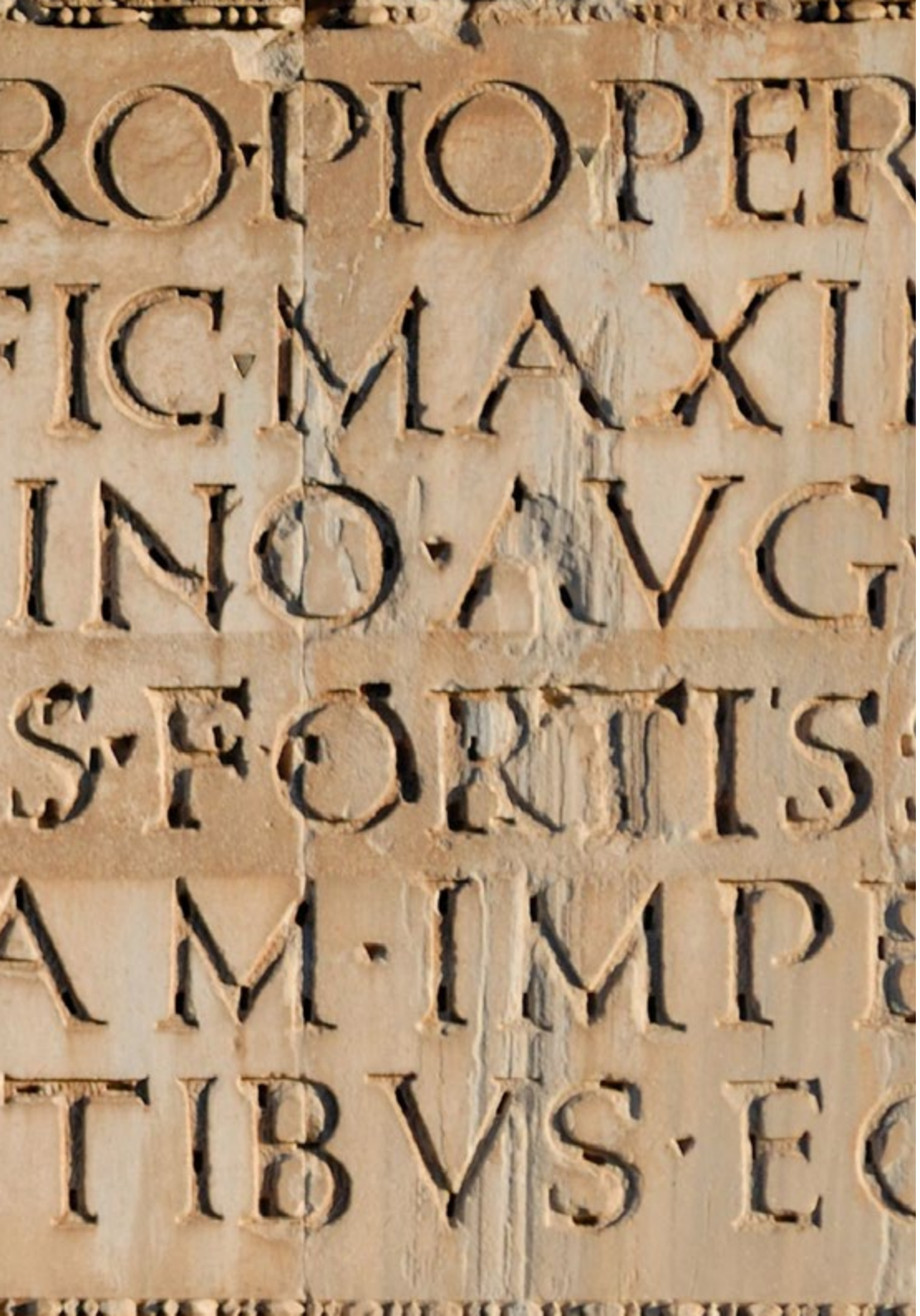
Module 10. Compound Sentences

10.1. Juxtaposed and Coordinated
- 10.1.1. Compound Sentence Formation
- 10.1.2. Juxtaposed Sentences
- 10.1.3. Coordinated
- 10.1.4. Practical Examples Applied to the Classroom

10.2. Present and Future Imperative
- 10.2.1. Use of the Imperative
- 10.2.2. Present Imperative
- 10.2.3. Future Imperative
- 10.2.4. Practical Examples Applied to the Classroom

10.3. Infinitives and Participles
- 10.3.1. Uses of the Infinitive
- 10.3.2. Types of Infinitives
- 10.3.3. Uses of the Past Participle
- 10.3.4. Conjunctive Participle
- 10.3.5. Ablative Absolute
- 10.3.6. Practical Examples Applied to the Classroom

10.4. Subordinate Sentences I
- 10.4.1. Subordinate Sentence Formation
- 10.4.2. Subordinate Nouns
- 10.4.3. Subordinate Adjectives
- 10.4.4. Practical Examples Applied to the Classroom



10.5. Other Verb Tenses
- 10.5.1. Deponent Verbs
- 10.5.2. Semideponent Verbs
- 10.5.3. Periphrastic Voice
- 10.5.4. Practical Examples Applied to the Classroom

10.6. Subordinate Sentences II
- 10.6.1. Subordinate Adverbs
- 10.6.2. Practical Examples Applied to the Classroom

10.7. Interrogative Sentences
- 10.7.1. Direct Interrogative Sentences
- 10.7.2. Indirect Interrogative Sentences
- 10.7.3. Practical Examples Applied to the Classroom

Do not think twice and bet on a program that will help you fight for Latin and Classical Culture to regain the place it deserves in education"

06

Methodology

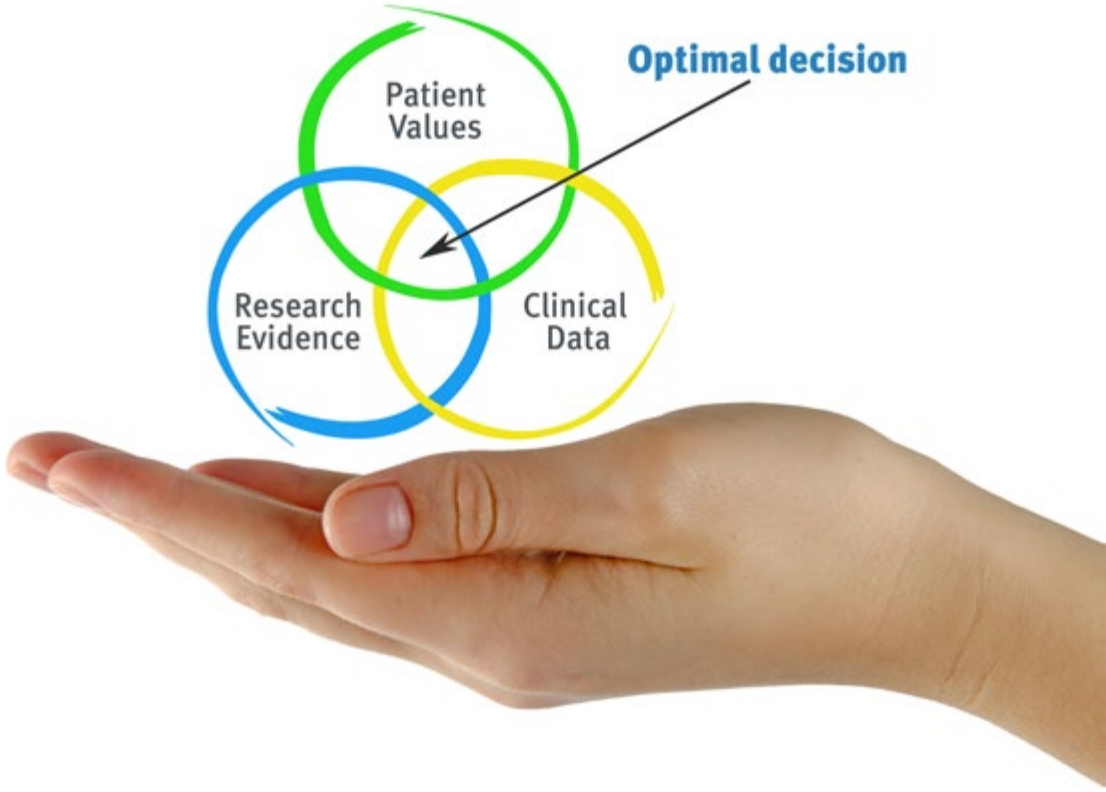
This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning.**

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as **the New England Journal of Medicine** have considered it to be one of the most effective.

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.



With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.

It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method"

The effectiveness of the method is justified by four fundamental achievements:

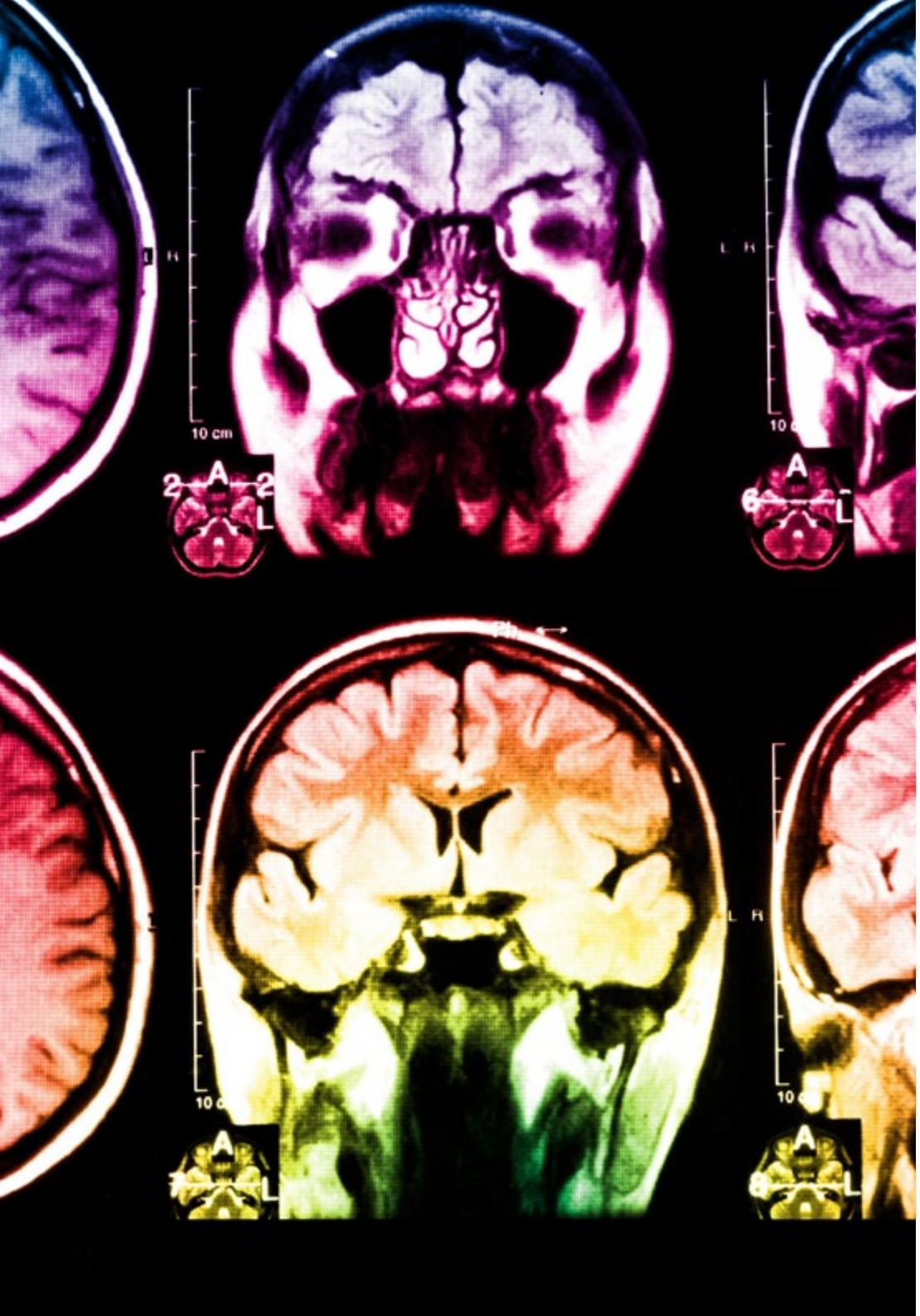
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.

This program offers the best educational material, prepared with professionals in mind:

Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.

Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.

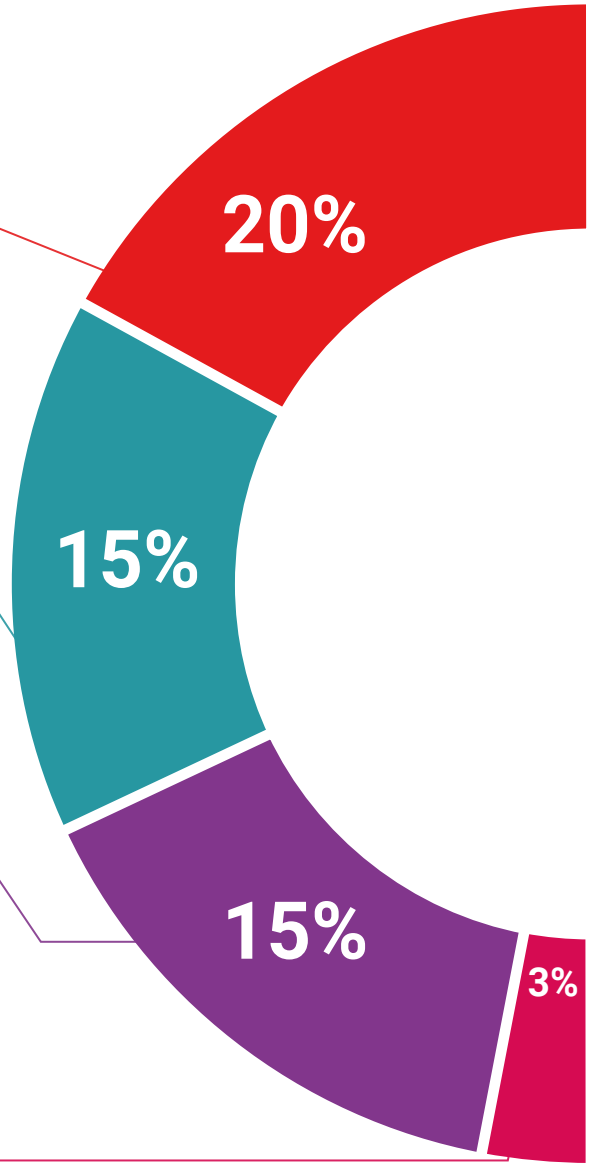
Interactive Summaries

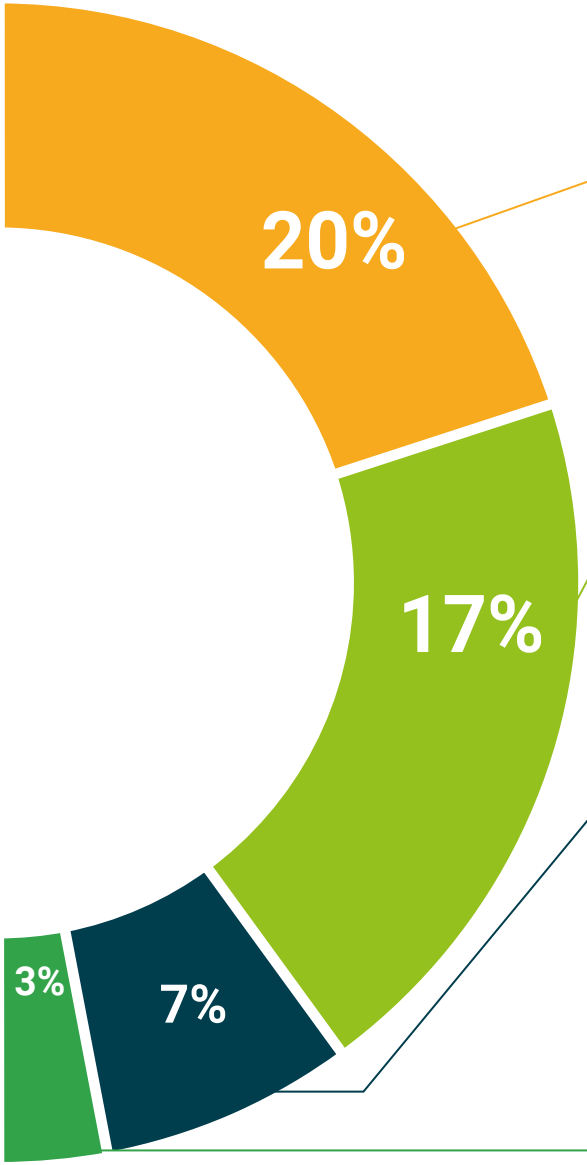
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.

07

Certificate

The Professional Master's Degree in Teaching Latin and Classical Culture guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This program will allow you to obtain your **Professional Master's Degree diploma in Teaching Latin and Classical Culture** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Professional Master's Degree in Teaching Latin and Classical Culture**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____, with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Teaching Latin and Classical Culture

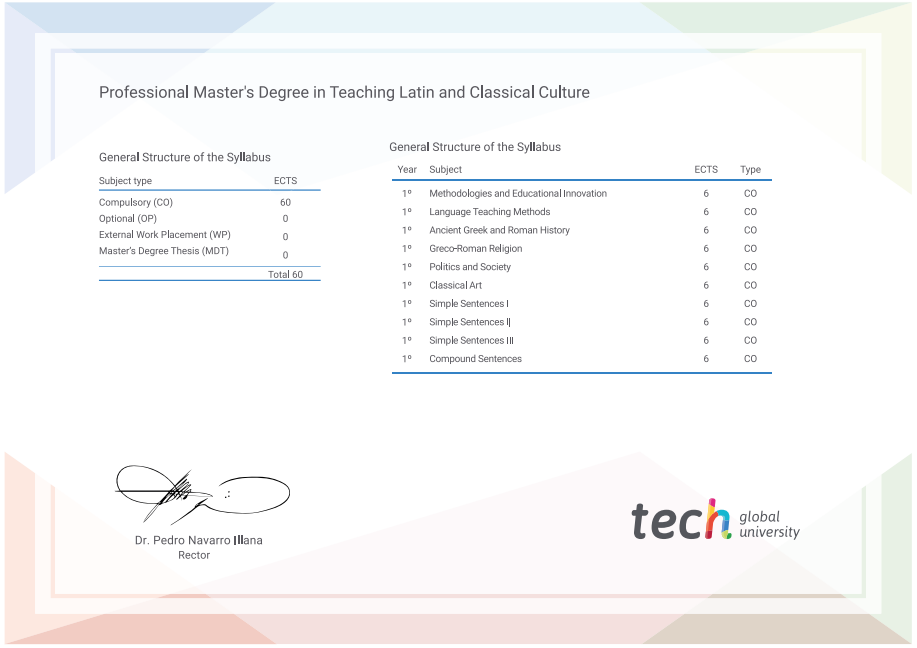
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Teaching Latin and Classical Culture

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Methodologies and Educational Innovation	6	CO
1º	Language Teaching Methods	6	CO
1º	Ancient Greek and Roman History	6	CO
1º	Greco-Roman Religion	6	CO
1º	Politics and Society	6	CO
1º	Classical Art	6	CO
1º	Simple Sentences I	6	CO
1º	Simple Sentences II	6	CO
1º	Simple Sentences III	6	CO
1º	Compound Sentences	6	CO

Dr. Pedro Navarro Illana
Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Teaching Latin and Classical Culture

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Credits: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Teaching Latin and Classical Culture

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