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/humanities/professional-master-degree/master-teaching-latin-classical-culture

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01

Introduction

Philosophy professionals in education must be up to date with the Greco-Latin culture, because there is no doubt that today's civilization has developed from its influence and, specifically, from its original language, Latin. This includes its culture, currently considered as classical, from which the different European languages emerged. Hence the importance of having a complete and profound knowledge of fundamental developments that led to current societies. Moreover, this program will enable philosophers to learn how to teach, in a practical and profound way, all the singularities of classical culture to their students at different stages of their education.

As a philosophy professional, and in your work as a teacher, you need to be specialized in everything related to the teaching of Latin and classical culture to be able to offer quality education"

It is necessary to create qualified professionals who know, in addition to the subject of Latin and classical culture, the key elements to teach it correctly within our educational model, taking into account the new teaching methodologies.

This Professional Master's Degree offers a broad and complete vision of the contents taught in the subjects of Latin and classical culture, with the aim of training professionals capable of effectively developing the teaching-learning process of a vital subject in the humanistic development of students.

Special attention will be paid to teacher work in these subjects, from an eminently practical point of view and emphasizing the most innovative aspects.

Likewise, great interest is placed on those who enroll in the Professional Master's Degree having access to knowledge of teacher work, both theoretical and applied, so it proves useful for their present or future professional performance, thus offering a qualitative advantage over other professionals.

It will also facilitate their incorporation into or promotion in the labor market, with extensive theoretical and practical knowledge that will improve their skills in their daily work, paying special attention to innovation.

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

- Practical cases presented by experts in Latin and Classical Culture
- The graphic, schematic, and practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where self-assessment can be used to improve learning
- Special emphasis on innovative methodologies in Latin and Classical Culture
- 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

A complete and well-developed program that will enable you to include knowledge of this branch of philosophy in your teaching"

Update your knowledge with the Professional Master's Degree in Teaching Latin and Classical Culture"

The most up-to-date and safest way to expand your knowledge in this field, from your own computer and with total quality guarantee.

Study with the best resources in the technological era, the best teachers and the most comprehensive syllabus.

The teaching staff includes professionals in the field of philosophy, who bring their experience to this specialization 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 an immersive experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, they will be assisted by an innovative, interactive video system created by renowned and experienced experts in Latin and Classical Culture who also have extensive teaching experience.

02

Objectives

This Professional Master's Degree in Teaching Latin and Classical Culture was created with the aim of providing philosophy professionals with a series of competencies and skills that will certify them as teachers of this area of knowledge. Thus, in addition to becoming better teachers, they will add to their curriculum the confidence and guarantee that comes from having completed their education at an internationally prestigious university.

This program allows you to update your knowledge in the education of Latin and Classical Culture with the use of the latest educational technology, to provide quality and confidence to decision making"

General Objectives

- Introduce philosophers 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 continuing education of students and 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

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 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 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 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

- Differentiate and recognize the different political forms in Ancient Greece and Rome
- Understand their society and its impact on culture and how it is conveyed
- Understand the relevance of the political conception of Ancient Greece and Rome in the 21st century

Module 6. Classical Art

- Differentiate 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

One of the distinctive aspects of this Professional Master's Degree is how it transforms learning into work and personal skills that will enable students to apply new ways of working as philosophers and teachers from the very beginning. This process of personal growth will boost students' careers and their experience as teachers, with the support of the most advanced knowledge.

A process of professional growth that will allow you to include in your work everything you have learned with the confidence of an expert"

General Skills

- Describe the different options and methods used in teaching
- Master the contents of the subject of Latin and Classical Culture
- Know the main elements of the Greco-Latin influence in current societies
- Maintain continuing education of students and interest in teaching innovation
- 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

Take the opportunity to learn about the latest advances in this area in order to apply it to your daily practice"

Specific Skills

- Know and apply new teaching methodologies
- Select the most appropriate tools to teach the subject matter
- Understand the resources and possibilities of educational innovation
- Differentiate 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
- Differentiate 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
- Differentiate and recognize the foundations of ancient religion
- Understand the impact of religion on society
- Understand the imprint of religiosity in today's world
- Differentiate and recognize the different political forms in Ancient Greece and Rome
- Understand their society and its impact on culture and how it is conveyed
- Understand the relevance of the political conception of Ancient Greece and Rome in the 21st century
- Differentiate 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
- Recognize the morphosyntactic characteristics in Latin
- Identify the basic elements in Latin syntax
- Use Latin verb tenses in context
- Translate simple sentences with all basic syntactic components
- Recognize and differentiate Latin adjectives and adverbs
- Translate simple sentences with case exceptions
- Recognize and translate specific syntactic constructions
- Translate compound sentences with all constituents
- Recognize and use non-personal verb tenses

04

Course Management

The Professional Master's Degree in Teaching Latin and Classical Culture has been designed and developed by a group of experts in the field, with extensive teaching and research experience. Through their mentorship, this program will become a great learning experience that will raise the level of professional education to the highest-quality standards. Undoubtedly, the ideal academic support for those seeking a first level specialization.

Learn from the best in the field, with the real perspective of classroom work that will propel you to the best praxis in your profession"

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. Olcina, Andrea
- Teacher, Spanish Language and Literature, IES Villanueva de Castellón High School
- Spanish Teacher

Ms. Belso Delgado, Marina
- Doctorate
- Art History, University of Murcia
- Master's Degree in Historical, Artistic and Cultural Heritage Management and Research

Ms. Antón, Estefanía
- Humanist and Master's Degree in Historical and Artistic Heritage Protection
- El legado de Al-Andalus, University of Granada

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational centers and universities in the country, aware of the current relevance of innovative education, and committed to quality teaching through new educational technologies.

A comprehensive teaching program, structured in well-developed teaching units, oriented towards efficient and swift learning that is compatible with your personal and professional life"

Module 1. Methodologies and Educational Innovation

1.1. Educational Innovation
- 1.1.1. What Is Meant 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. 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. Vygotsky'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. 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 Relationship 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. Stages in the History of Ancient Greece: 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 Ancient 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 Features
- 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. Gaea - Uranus: First Divine Generation
- 4.2.4. Rhea - Cronus: Second Divine Generation
- 4.2.5. Zeus - Hera: Third Divine Generation
- 4.2.6. The Creation of Humanity

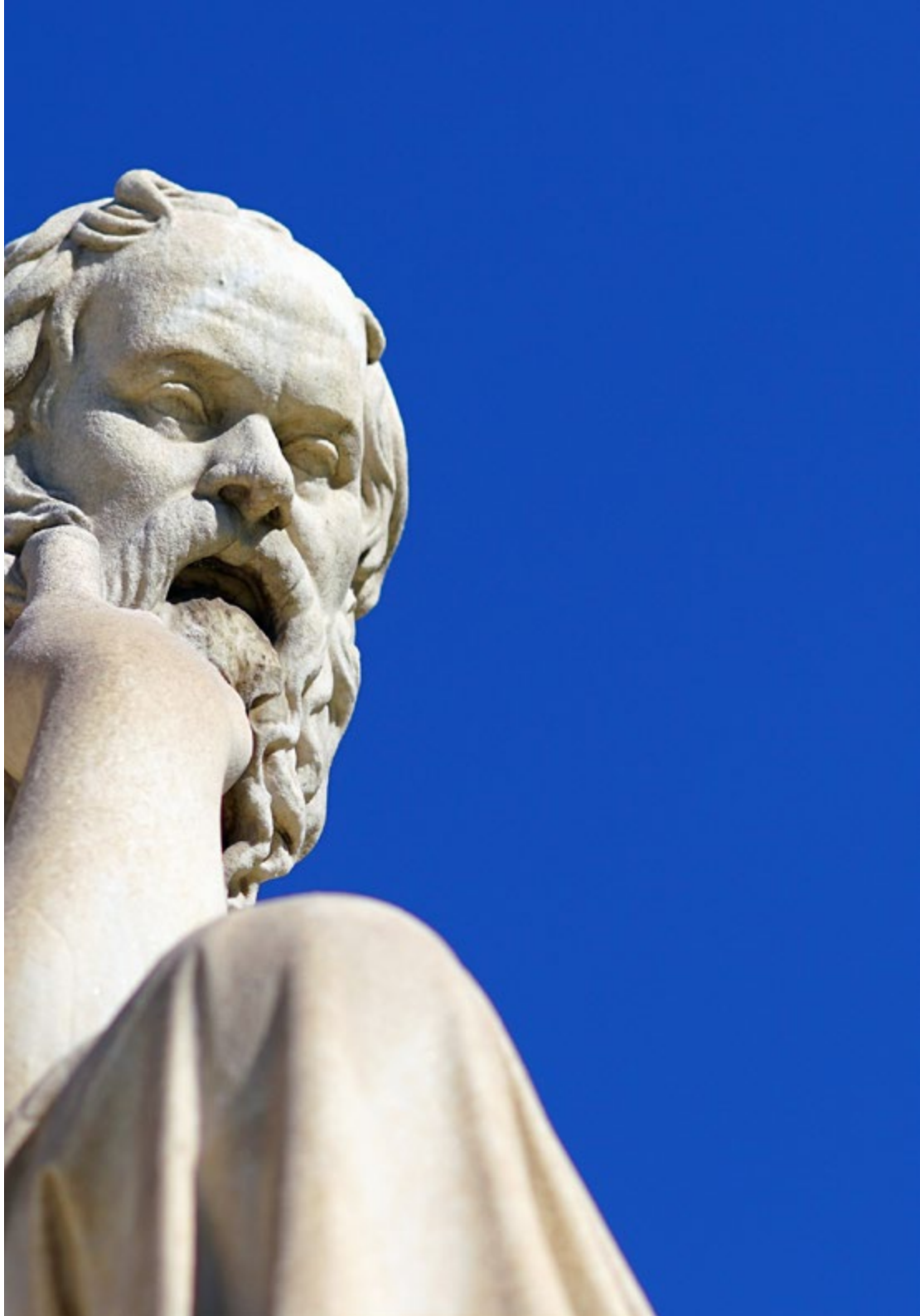
4.3. The Oracles
- 4.3.1. The Concept of Oracles
- 4.3.2. The Influence of Divination on Politics in Antiquity
- 4.3.3. The Pythia
- 4.3.4. The Oracle of Dodona
- 4.3.5. The Oracle of Delphi
- 4.3.6. Eleusinian Mysteries

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. 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. Rome: Patricians and Plebeians
- 5.1.5. Rome: Freedmen and Slaves
- 5.1.6. Rome: 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. 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. The Three Architectural Orders
- 6.1.2. Materials
- 6.1.3. The Three Periods: Archaic, Classical and Late
- 6.1.4. Ancient Greek Temples
- 6.1.5. Theater
- 6.1.6. 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 Comprised 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
- 7.1.1. Latin Morphosyntactic System
- 7.1.2. Latin Nominal System
- 7.1.3. 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. Voiceless 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 Past 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

A unique, key, and decisive educational experience to boost your professional development"

06

Methodology

This academic program offers students 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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

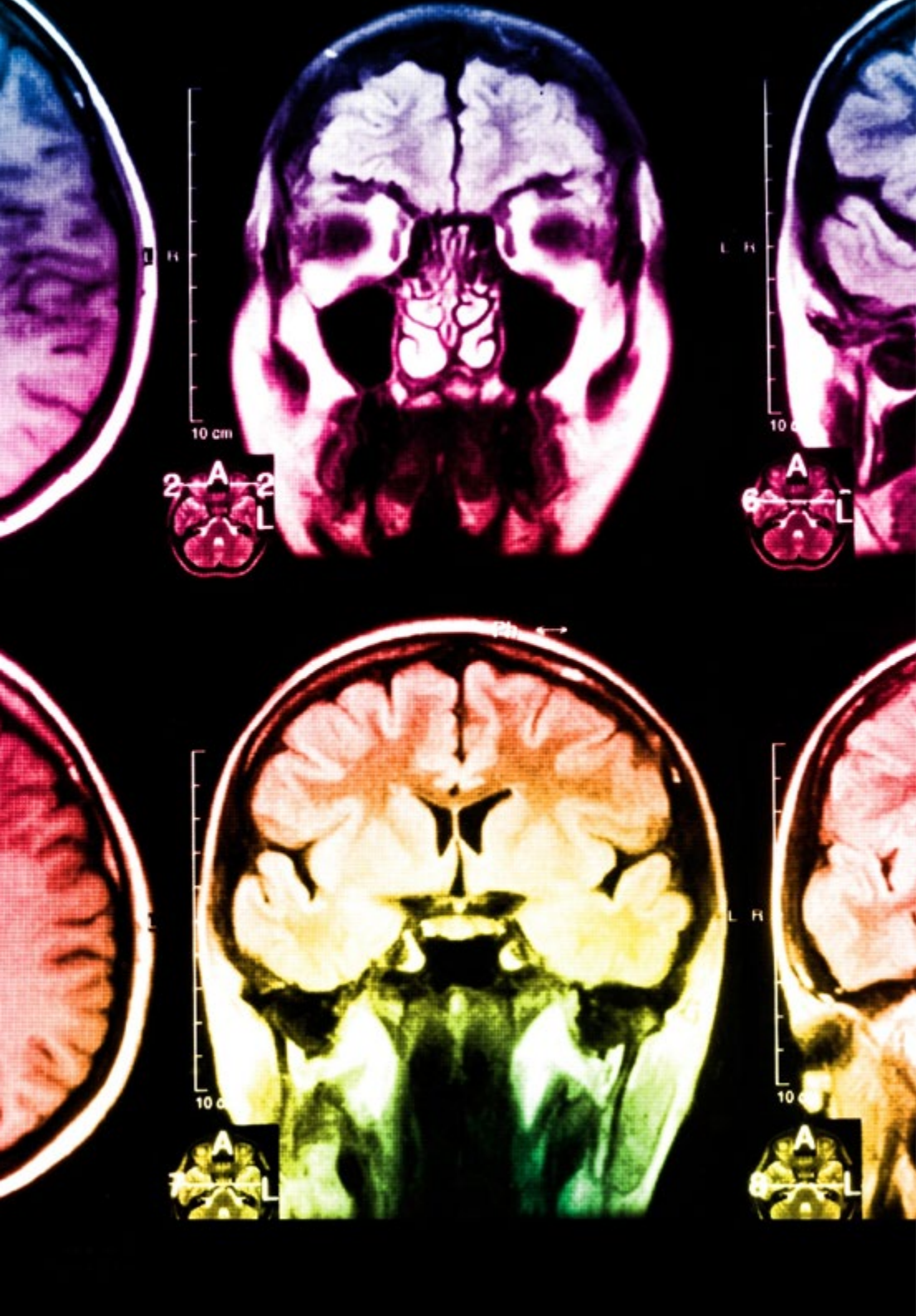
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

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

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

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

Study Material

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

These contents are then applied to the 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.

Classes

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

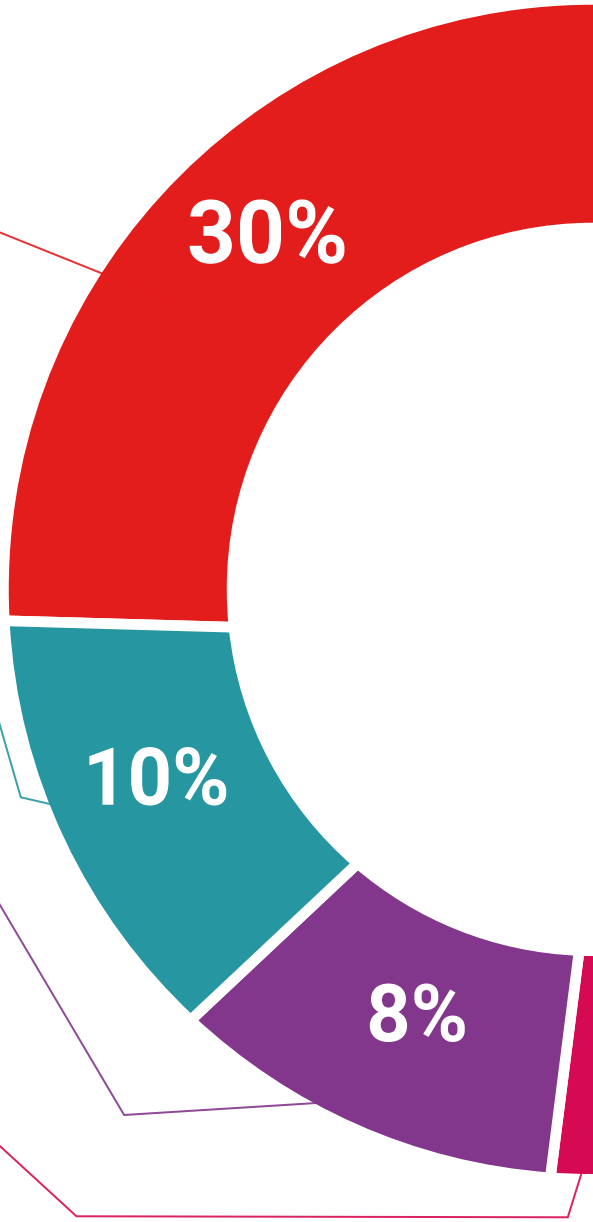
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

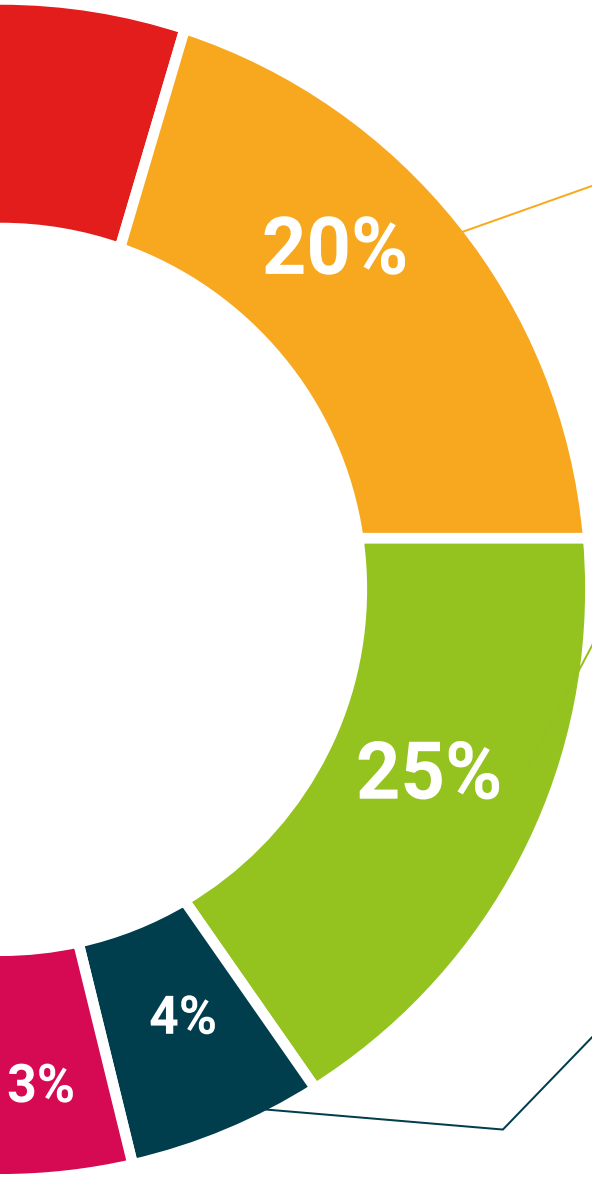
Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.

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".

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.

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

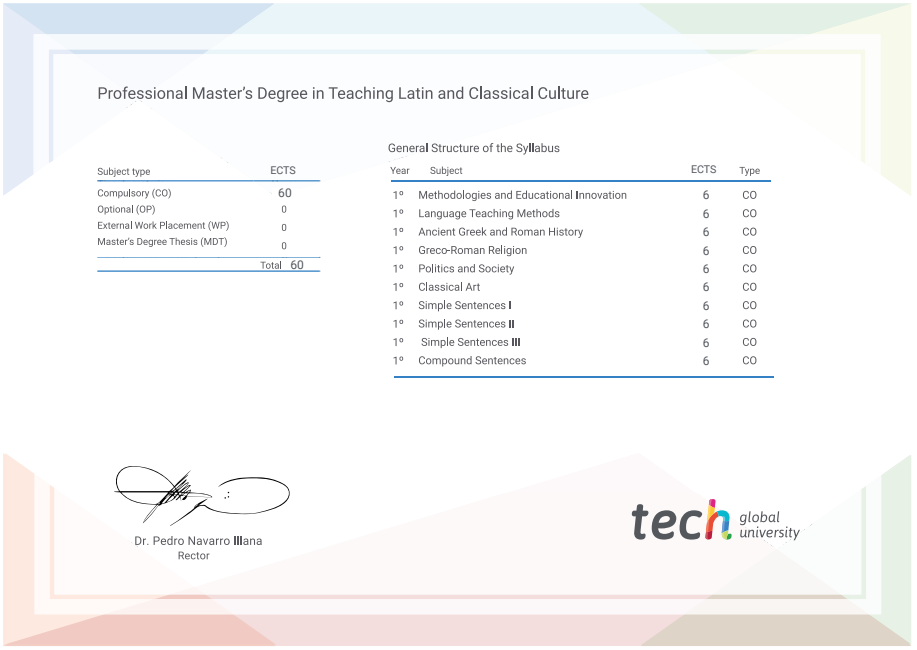
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

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

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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