

Master's Degree

Teaching Latin and Classical Culture

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Master's Degree Teaching Latin and Classical Culture

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

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

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01

Introduction to the Program

The study of Latin and Classical Culture transcends the linguistic realm to become an essential tool in the development of critical thinking and a deep understanding of social and philosophical structures. In the educational field, its teaching enables students to strengthen their analytical and argumentative abilities, as well as key skills in any discipline. According to data from the Ministry of Education and Vocational Training, learning classical languages has been shown to improve performance in modern language skills. Therefore, TECH Global University has designed a high-level university program, supported by a team of experts in History and Humanities, that offers innovative teaching strategies for the instruction of Latin and Classical Culture in the classroom.





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You will reach your full potential thanks to the Master's Degree from TECH Global University, mastering innovative teaching strategies to make Latin a key tool”

Classical Culture is an essential pillar in education, as Ancient Greece and Rome laid the foundations of Western thought, from philosophy to political organization. Understanding the modern world involves knowing the historical, linguistic, and social foundations that shaped modern societies. However, Latin and Greco-Roman culture are often perceived as static disciplines or disconnected from the reality we face today.

To transform this view and provide education professionals with innovative tools, TECH presents this high-level Master's Degree in Teaching Latin and Classical Culture, offering a renewed perspective on teaching these subjects. This university program, composed of specialized content, integrates complementary materials such as explanatory videos, research articles, teaching resources, and specialized readings, facilitating their application in the classroom. Through a structured academic pathway, educators will explore the historical context of Greece and Rome, their artistic expressions, political structures, and religious beliefs, establishing connections with modern society.

The study of Latin occupies a central place in the curriculum, addressing everything from translating simple structures to the syntactical analysis of complex texts. It delves into its relationship with modern languages and methodological strategies that make its teaching a dynamic and enriching experience for graduates. All of this is developed in a 100% online methodology, with permanent access to content and a pioneering learning method from TECH, based on the repetition of key concepts to ensure deep and lasting understanding.

Thanks to this academic experience, education professionals will be able to inspire their students' interest in classical languages and their application in modern education, becoming leaders in innovative and methodologically advanced teaching.

This **Master's Degree in Teaching Latin and Classical Culture** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ The development of practical cases presented by experts in Teaching 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 the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in Teaching 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



Explore the connection between Classical Culture and modern society, finding interesting and motivating resources that will take your teaching to the next level"

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You will analyze classical texts in depth, interpreting key linguistic structures and applying innovative methodological approaches to foster critical thinking in students”

The teaching staff includes professionals from the field of Teaching Latin and Classical Culture, who bring their practical experience to this program, as well as recognized 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 learning experience designed to prepare for real-life situations.

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

With TECH's Relearning method, you will master the most innovative teaching strategies to make Latin an accessible and enriching discipline in the classroom.

You will employ digital tools and interactive methodologies to optimize the teaching of Latin and Classical Culture in modern educational environments.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

Forbes

The best online university in the world

The most complete syllabus

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

TOP
international faculty



The most effective methodology

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

World's No.1
The World's largest online university

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

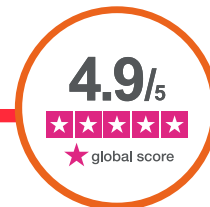
Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



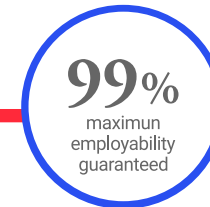
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03

Syllabus

Throughout the program, educators will develop key skills for teaching Latin and Classical Culture, integrating up-to-date pedagogical methodologies. The syllabus for this academic experience has been structured by a team of experts in Humanities and Education, ensuring an innovative and specialized approach. From the history and art of Greece and Rome to Greco-Roman politics and religion, each module delves into fundamental aspects of the classical world. Additionally, advanced strategies for language teaching and syntactical analysis are addressed, facilitating the precise translation of simple and complex sentences.



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You will explore in-depth the historical events of Greece and Rome, strengthening your teaching competencies and aligning with current educational trends”

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 Competences
 - 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 Resource
 - 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. Headings
 - 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. Sugestopedia
 - 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
- 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

Module 3. Ancient Greek and Roman History

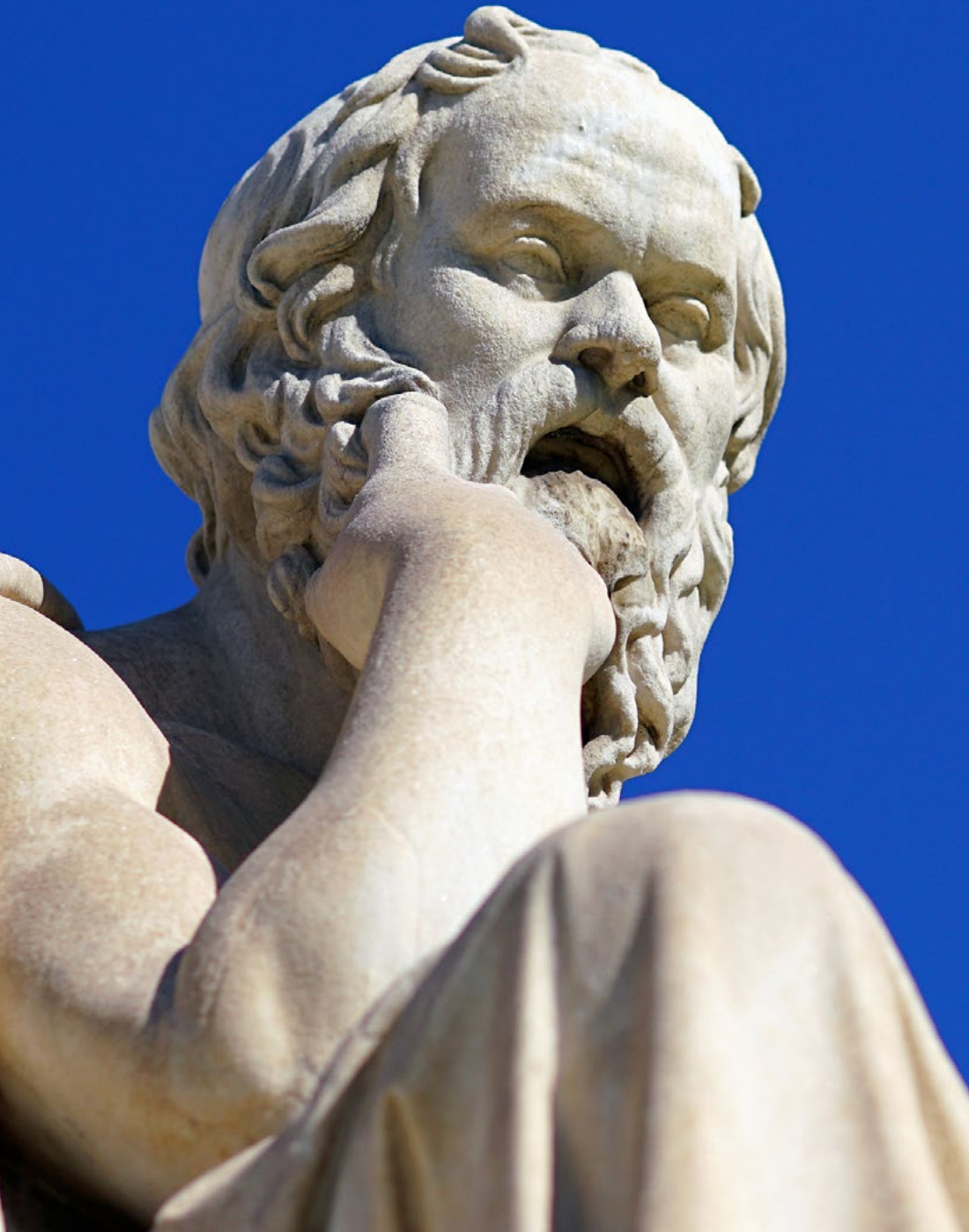
- 3.1. Definition of Classical Culture and Sources for Study
 - 3.1.1. Building the Concept
 - 3.1.2. Archaeology
 - 3.1.3. Epigraphy
 - 3.1.4. Numismatics
 - 3.1.5. Papyrology and Codicology
 - 3.1.6. Paleography
 - 3.1.7. Historiography and Philology
- 3.5. The Origin of Ancient Rome, Legend and Reality
 - 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 High Empire
 - 3.7.4. The Later Empire
 - 3.7.5. Economy 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. 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 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 Genus
 - 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. 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
 - 7.1.1. 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. Learned Words 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



You will master innovative pedagogical strategies to transform the teaching of Latin into a dynamic and engaging experience in a key area for the development of critical thinking”

04

Teaching Objectives

The goal of this academic opportunity is to provide educators with the necessary competencies to effectively integrate the study of the Greco-Roman world into the classroom. Graduates will master innovative strategies for teaching Latin, enhancing linguistic comprehension and analytical thinking in their students. They will also acquire a deep understanding of the history, art, and society of Greece and Rome, establishing connections with the modern world. Through advanced methodological specialization, they will be prepared to energize their classes and foster interest in classical languages.





“

You will inspire your students' interest in Classical Culture and Latin, enhancing analytical thinking and linguistic comprehension in your students”



General Objectives

- ♦ Introduce the student to the world of teaching from a broad perspective that will prepare them for future work
- ♦ Promote knowledge of the content of the Latin and Classical Culture subject
- ♦ Understand the key elements of Greco-Roman influence on contemporary societies
- ♦ Encourage the continuous training of students and foster interest in innovative teaching methods
- ♦ Develop responsible civic awareness for the construction of a fairer society
- ♦ Identify facts, events, and other factors from Greco-Roman civilization that have endured to this day
- ♦ Interpret and understand current circumstances based on one's own cultural background
- ♦ Learn and apply the phonological, morphological, syntactical, and lexical foundations of the Latin language



Strategically integrate the teaching of Latin in the classroom, connecting Greco-Roman history with current educational challenges”





Specific Objectives

Module 1. Methodologies and Educational Innovation

- ♦ Learn and apply new teaching methodologies
- ♦ Select the most appropriate tools for delivering the subject matter

Module 2. Language Teaching Methods

- ♦ Differentiate and recognize various language teaching methods
- ♦ Understand the connection between the syllabus and the students

Module 3. Ancient Greek and Roman History

- ♦ Differentiate and recognize the different stages of Antiquity
- ♦ Understand the most important processes in the historical construction of Greece and Rome

Module 4. Greco-Roman Religion

- ♦ Differentiate and recognize the foundations of ancient religion
- ♦ Understand the impact of religion on society

Module 5. Politics and Society

- ♦ Develop broad and specialized knowledge about government structures and social classes in Greece and Rome
- ♦ Understand the concept of citizenship in Antiquity and what it meant to be a citizen in Athens, Sparta, and Rome

Module 6. Classical Art

- ♦ Differentiate and recognize various artistic styles
- ♦ Select and understand the key elements of artistic production
- ♦ Understand the impact on subsequent artistic styles
- ♦ Comprehend the cultural and artistic influence in contemporary times

Module 7. Simple Sentences I

- ♦ Recognize the morphosyntactic characteristics of Latin

Module 8. Simple Sentences II

- ♦ Use Latin verb tenses in context
- ♦ Translate simple sentences with all basic syntactical components

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

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.



“

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career”

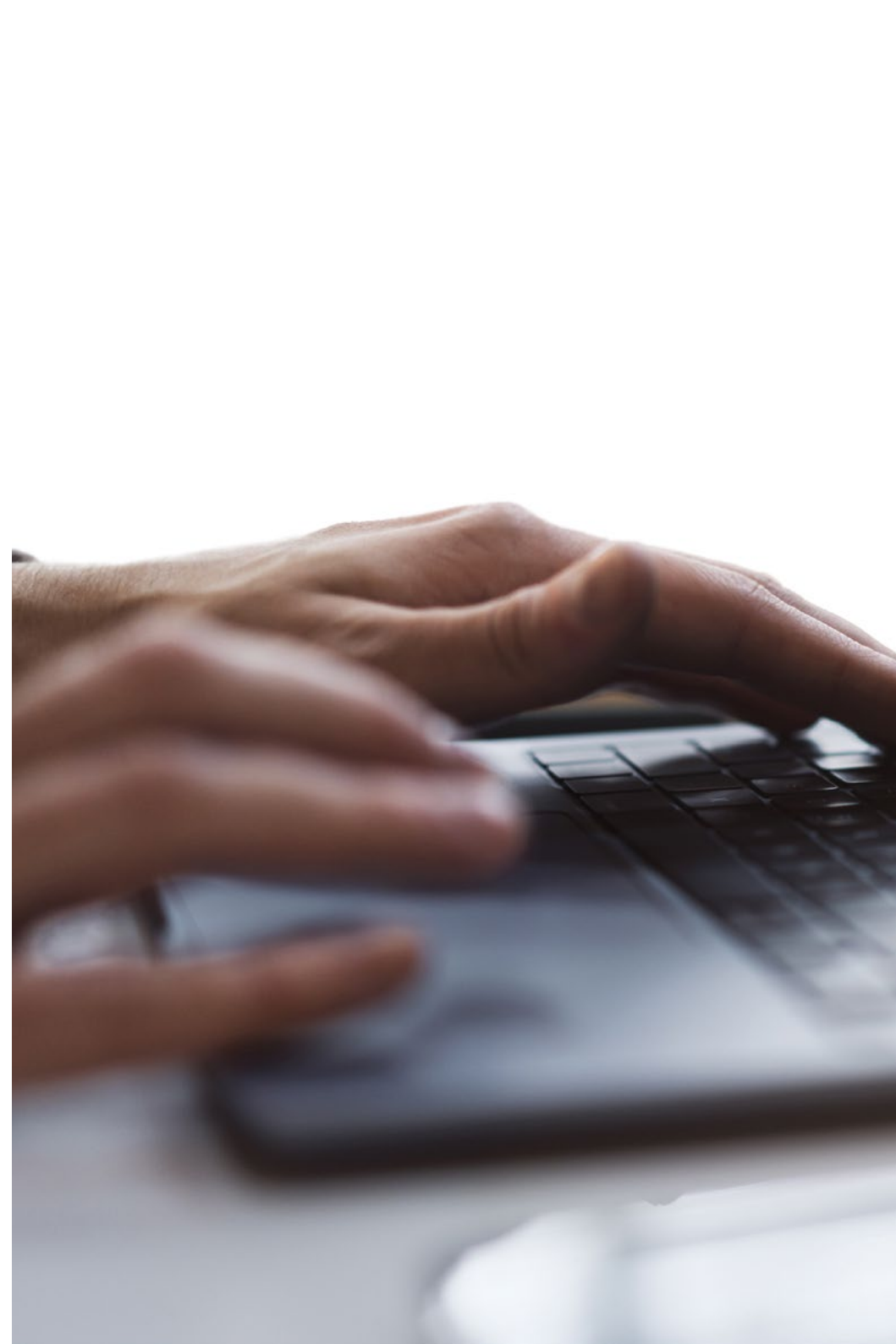
The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist. The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

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.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule”

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

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
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.

The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.



As such, the best educational materials, thoroughly prepared, will be available in this program:



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.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

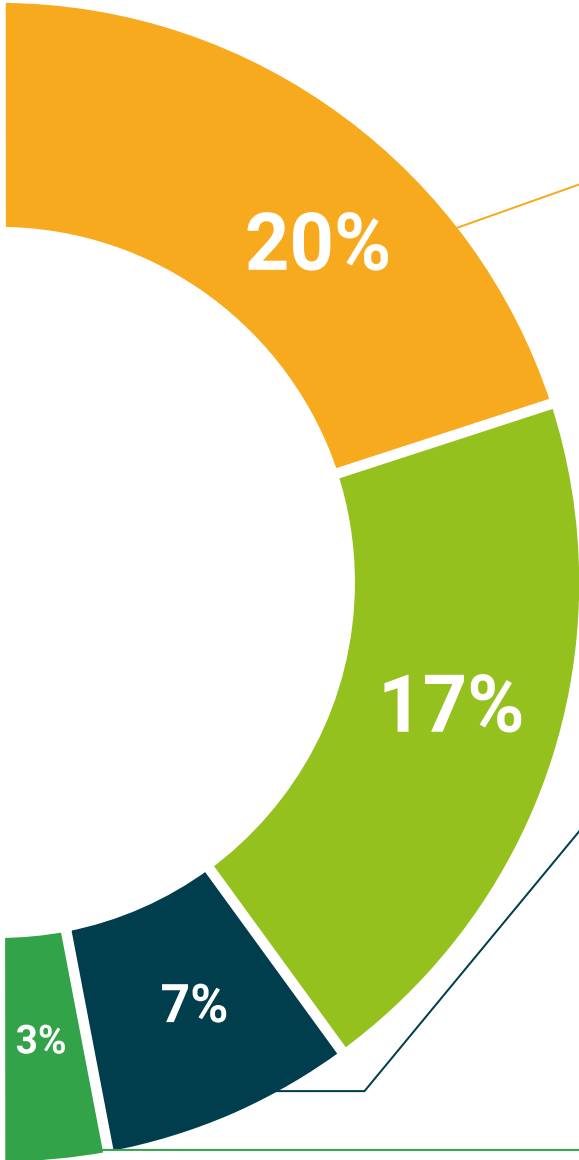
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.



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 for 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.



06

Teaching Staff

This Master's Degree in Teaching Latin and Classical Culture features a prestigious teaching staff, composed of experts in Latin, Classical Culture, and Humanities, with extensive experience in teaching and academic research. Throughout this academic experience, educators will share their knowledge of innovative methodologies for teaching Latin, linguistic analysis, and the interpretation of classical texts. Additionally, they will provide a comprehensive view of the influence of Greco-Roman civilization on current thought.





“

Receive knowledge from experts, enriching yourself with the experience of educators who combine tradition and modernity in the teaching of Classical Culture”

Management



Mr. Maciá Pérez, José Ángel

- ♦ Secondary Education and High School Teacher at San Alberto Magno School
- ♦ Secondary Education and High School Teacher at Public High Schools
- ♦ Director and Founder of EDYCU Educational and Cultural Management
- ♦ Bachelor's Degree in Religious Sciences

Teachers

Dr. Belso Delgado, Marina

- ♦ Art historian and researcher
- ♦ Guide of the Museum of the Cathedral of Murcia
- ♦ External evaluator in the Eiterna Magazine
- ♦ Extracurricular Practices in the Salzillo Museum
- ♦ PhD in Art History from the University of Murcia.
- ♦ Grade in Art History, University of Murcia.
- ♦ Internship student at the Easter Museum of Crevillente
- ♦ Master's in Management and Research of Historical, Artistic, and Cultural Heritage from the University of Murcia
- ♦ Expert in Sculpture and Sculptors of the Royal Academies of Spain.
- ♦ Member of: Culture Team of the Municipal Board of the East Central District of Murcia

Ms. Antón López, Estefanía

- ♦ Specialist in digital skills for tourist destinations and travel agencies for the Valencian Community
- ♦ Expert in Cataloguing materials and bibliographic collections of the Pusol Museum.
- ♦ Master's Degree in the Protection of Historical and Artistic Heritage: University of Granada

Ms. Olcina González, Andrea

- ♦ Professor in the Humanities Department
- ♦ Spanish Language and Literature Teacher at La Torreta High School
- ♦ Head of Department and Spanish and Valencian Language and Literature Teacher at Rafal High School
- ♦ Spanish Language and Literature Teacher at Vicente Gandía High School
- ♦ Private teacher/tutor
- ♦ Bachelor's Degree in Humanities from the University of Alicante
- ♦ Master's in Secondary Education, High School, and Teacher Training in Social Sciences from the University of Alicante
- ♦ Qualification for Teaching in Valencian from the University of Alicante



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

07

Certificate

The 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 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 private qualification will allow you to obtain a **Master's Degree 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** private qualification is a European program of continuing education

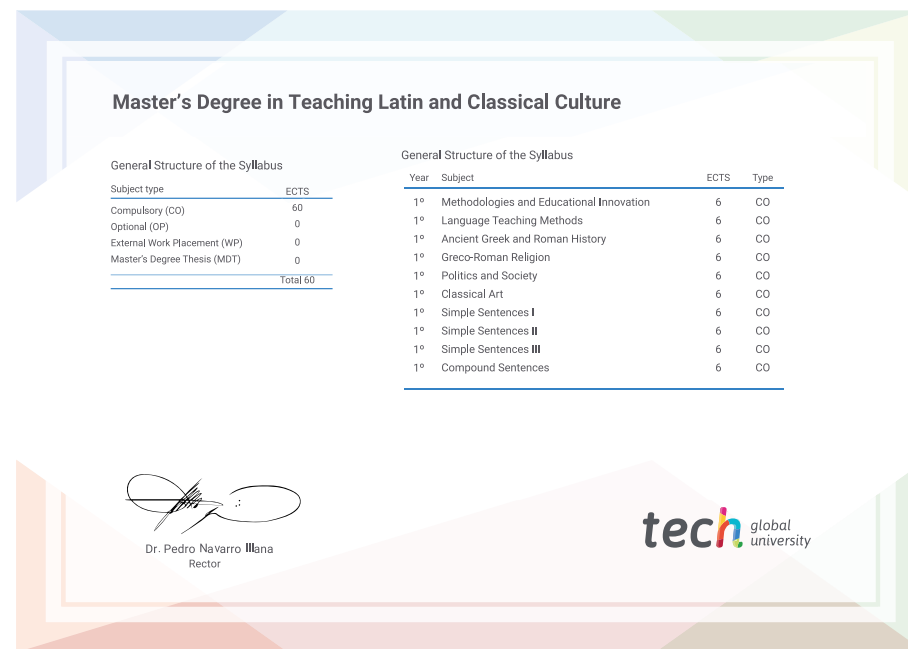
and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

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

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**



*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.



Master's Degree
Teaching Latin and
Classical Culture

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

Master's Degree

Teaching Latin and Classical Culture