

Master's Degree

Teaching Political Science, Geography
and World History in High School





Master's Degree

Teaching Political Science,
Geography and World
History in High School

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

Website: www.techtute.com/us/education/master-degree/master-teaching-political-science-geography-world-history-high-school

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01

Introduction

This program aims to tailor the most relevant contents in social sciences to learning experiences through a constructivist process.

This academic program is aimed at educators who are interested in new teaching possibilities and want to introduce Internet-based methodologies into the classroom.



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This Master's Degree in Teaching Political Science, Geography and World History in High School will generate a sense of confidence in your daily work, which will enable you to grow both personally and professionally”

To that end, a team of expert human sciences teachers has designed a roadmap characterized by the special care placed on the sequential relation between the contents and how they are subsequently related to the resources.

The design, aimed at social science teachers, is rooted in reality, favoring holistic and meaningful learning. Special care has been taken in representing motivating learning environments aimed at building a positive attitude towards new knowledge.

The pace, difficulty and complexity of the methodologies used will progress in tandem with the course, as will the assessments, which focus on evaluating evidence of learning at the end of each section and module.

Upon completing the program, teachers will have mastered a sufficiently wide range of activities, tools and contents that will enable them to guide students through the tasks they need, suggest others that can be performed by themselves, and even propose a third group of tasks of a social and collaborative nature.

One of the most relevant features of the program is enabling teachers to define their own instructional designs. They will be able to extrapolate the techniques and methodological strategies used, such as project management; preparing presentations, diagrams and mind maps; creating documents (infographics, maps, audio files, albums, boards, chronological axes, etc); creating educational blogs and wikis; cloud computing and storing of information, and a long etcetera that characterizes the school in the 21st century.

This **Master's Degree in Teaching Political Science, Geography and World History in High School** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ More than 75 case studies presented by experts in Teaching Political Science, Geography and World History in High School 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
- ♦ The latest news on Teaching Political Science, Geography and World History in High School
- ♦ It contains practical exercises where the self-evaluation process can be carried out to improve learning
- ♦ Algorithm-based interactive learning system for decision-making in the situations that are presented to the student
- ♦ With special emphasis on evidence-based methodologies in Teaching Political Science, Geography and World History in High School
- ♦ All of this will be complemented by 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



Update your knowledge through the Master's Degree in Teaching Political Science, Geography and World History in High School"

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This Master's Degree may be the best investment you can make when selecting a refresher program for two reasons: in addition to updating your knowledge of Teaching Political Science, Geography and World History in High School, you will obtain a Master's Degree from TECH Global University”

The teaching staff includes professionals in the field of Teaching Political Science, Geography and World History in High School, who bring their experience to this training program, as well as renowned specialists belonging to leading societies and prestigious universities.

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

This program is designed around Problem-Based Learning, whereby the student will must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative, interactive video system developed by recognized experts in the field of Teaching Political Science, Geography and World History in High School who have extensive teaching experience.

Increase your decision-making confidence by updating your knowledge through this master's degree.

Make the most of this opportunity to learn the latest advances in Teaching Political Science, Geography and World History in High School and improve your students' education.



02 Objectives

The Master's Degree in Teaching Political Science, Geography and World History in High School is aimed at facilitating the performance of professional high school teachers when working with Political Science, Geography and History students.





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This Master's Degree is designed for you to acquire updated knowledge in Teaching Political Science, Geography and History in High School with the use of the latest educational technology to contribute quality and confidence to decision making and monitoring student progress”



General Objectives

- ♦ Acquire the necessary skills to enable professional teaching practice in today's schools
- ♦ Establish inferences between theoretical knowledge and various interactive teaching tools to master new knowledge-generating techniques



*Our goal is to achieve
academic excellence and
to help you achieve it too"*





Specific Objectives

Module 1. The Teaching and Learning Process

- ♦ Establish the role of cognition in learning
- ♦ Understand the role of the attention in learning
- ♦ Learn the different types of memory
- ♦ Introduce the learning of dates and facts
- ♦ Learn about the features of formal education
- ♦ Identify the critical periods of learning
- ♦ Understand the role of teachers and classrooms
- ♦ Know the risks involved in teaching
- ♦ Identify the characteristics of traditional teaching
- ♦ Understand the new challenges in education
- ♦ Discover new challenges in teaching
- ♦ Incorporate the Internet into the classroom
- ♦ Understand process assessment in the classroom
- ♦ Understand product assessment in the classroom

Module 2. Teaching Social Sciences

- ♦ Transmit information acquired about the past in an organized manner
- ♦ Identify and transmit sufficient references and items for spacial orientation
- ♦ Critically interpret graphic representations
- ♦ Understand that cultural facts are the result of a set of different factors
- ♦ Explain the reasons for spatial, cultural and temporal differences between human groups

- ♦ Transmit acquired information about human groups in an organized manner
- ♦ Relate the degree of learning to assessment, self-assessment and hetero-assessment strategies
- ♦ Value the importance of reflecting on the causes that have made it impossible or difficult to acquire new learning
- ♦ Produce effective instructional designs to achieve the desired objectives

Module 3. Prehistory

- ♦ Understand and analyze what prehistory is
- ♦ Understand and analyze the process of hominization and its relevance today
- ♦ Know the main characteristics of human beings and their ways of life in each of the three stages of prehistory: the Paleolithic, the Neolithic and the Metal Ages
- ♦ Acquire some notions of anthropology and archaeology
- ♦ Discover and analyze the first settlers on the American continent
- ♦ Analyze change and continuity in the different stages of prehistory
- ♦ Develop meaningful learning strategies through the use of concept maps and historical maps
- ♦ Develop oral and social interaction skills through group activities, respecting the contributions of others
- ♦ Value the importance of some prehistoric discoveries and inventions throughout history and human evolution
- ♦ Recognize the richness of this period in history and the importance of preserving it

Module 4. Ancient History

- ♦ Determine which were the first historical civilizations and locate them on a map
- ♦ Value the role played by the rivers on which the first peoples settled, which triggered political, economic and social changes
- ♦ Analyze and understand the social structures of the first historical civilizations
- ♦ Know and value the cultural and artistic heritage of Mesopotamia and Ancient Egypt
- ♦ Analyze the characteristics of the geographical space that allowed the Greek civilization to expand across the Mediterranean
- ♦ Distinguish and value the historical stages of Ancient Greece and Ancient Rome
- ♦ Compare the different forms of political organization in Ancient Greece
- ♦ Know the main features of religion in Antiquity
- ♦ Understand the significance of the Romanization process and identify its fundamental features
- ♦ Describe, value and know the importance of the Mayan and Olmec civilizations
- ♦ Know, identify and value the importance of the American civilizations in Antiquity
- ♦ Geographically locate and identify the natural features of the Arabian Peninsula
- ♦ Understand the role of Mohammed and Islam in the development of the Arab civilization and describe the phases of the territorial expansion of Islam
- ♦ Recognize the political, economic and social features of the Islamic civilization and its legacy
- ♦ Recognize the circumstances that led to the invasion and settlement of Muslims in the Iberian Peninsula

Module 5. The Middle Ages

- ♦ Identify the stages of government in Al-Andalus and observe its economic and social features
- ♦ Identify the situation in the Iberian Peninsula from the 11th Century onwards and understand the factors that contributed to the *Reconquista*
- ♦ Know the origin and development of the Christian kingdoms in the Iberian Peninsula
- ♦ Distinguish the moments of peaceful coexistence between Christians, Mudejars and Jews, and differentiate them from the times of intolerance and persecution
- ♦ Recognize the irruption of the great Asian civilizations and their influence on the European world
- ♦ Explain the political organization in feudal Europe
- ♦ Distinguish the different dependent relationships between the members of feudal society. Define the concept of estates and explain the differentiating features of the estates of the realm or three estates
- ♦ Recognize the influence of the Church on medieval society and identify pilgrimages and crusades
- ♦ Identify the advances in agriculture, commerce and craftsmanship as the causes that favored the urban renaissance and the rise of the bourgeoisie
- ♦ Explain the circumstances that led to the end of the Middle Ages and the beginning of the Modern Age
- ♦ Distinguish the features of the different artistic styles that developed during the Middle Ages
- ♦ Elaborate and/or interpret maps and timelines

Module 6. Europe in the Modern Age

- ♦ Know the defining features of modern states
- ♦ Differentiate the variety of European political forms
- ♦ Recognize the aesthetic conceptions and essential features of Renaissance art, as well as some artists and their works
- ♦ Know the features of humanism and some authors and their works
- ♦ Geographically locate the different pre-Columbian cultures in America and define their essential features as a reality prior to the arrival of the Spanish
- ♦ Analyze and identify the causes of the discovery of America
- ♦ Understand the processes of conquest and colonization during the Modern Age
- ♦ Explain the origin and religious and political consequences of religious fragmentation in Europe
- ♦ Identify the differences between Protestant denominations
- ♦ Understand the Catholic Reformation or Counter-Reformation
- ♦ Recognize the political, social and economic features of Spanish America
- ♦ Analyze the relations between the European kingdoms that lead to the Thirty Years' War
- ♦ Distinguish the features of absolutist and parliamentary regimes
- ♦ Recognize the essential characteristics of Baroque art and some of its authors and works, as well as its importance in Europe and America
- ♦ Understand the scope and importance of the Enlightenment as an intellectual movement in Ancient Régime society
- ♦ Understand enlightened absolutism and its essential features
- ♦ Identify the Bourbon reforms in America
- ♦ Observe and relate Modern Age works of art to their political, social, economic and religious context
- ♦ Know how to analyze historical texts, maps and images

Module 7. The Late Modern Period

- ♦ Identify the main events of the bourgeois revolutions in the United States, France, Spain and Latin America
- ♦ Understand the scope and limitations of the revolutionary processes that took place in the 18th century
- ♦ Identify the main events of the liberal revolutions in Europe and America
- ♦ Verify the scope and limitations of the revolutionary processes that took place in first half of the 19th century
- ♦ Describe the relevant events of the Industrial Revolution and their causal sequence
- ♦ Identify imperialist powers and the distribution of economic and political power in the world in the last quarter of the 19th century and the beginning of the 20th century
- ♦ Establish causal hierarchies (aspect, time scale) of the development of imperialism
- ♦ Know the main scientific and technological advances that took place in the 19th century as a consequence of the industrial revolutions
- ♦ Know the main events of the Great War, its interconnections with the Russian Revolution and the consequences of the Treaties of Versailles
- ♦ Know and understand the most important events, milestones and processes of the interwar period and the 1920s and 1930s, especially in Europe
- ♦ Analyze the events that led to the rise of fascism in Europe
- ♦ Know the main events that took place during the Second World War
- ♦ Understand the concept of “total war”
- ♦ Differentiate the geographic scales of the war: European and global
- ♦ Understand the context in which the Holocaust unfolded and its consequences
- ♦ Organize the most important events of post-war decolonization in the 20th century
- ♦ Understand the limits of decolonization and independence in an unequal world

- Understand the economic advances of the Soviet regimes and the dangers of their internal isolation, as well as the economic advances of the Welfare State in Europe
- Understand the concept of "cold war" in the post-1945 context, and the relations between the two blocs, the USA and the USSR
- Understand the creation and development of the European Union

Module 8. Physical Geography

- Ensure the necessary knowledge to teach geography in high school, in accordance with the complementary training that may be legally established
- Lay the foundations for further postgraduate studies that involve an important territorial component, whether specialized or transdisciplinary
- Identify the elements in the physical environment, and describe and characterize the main natural environments and their distribution
- Analyze the use of resources by social groups and assess environmental consequences
- Describe geographic areas and point out their features
- Know the geographic diversity of the world and its basic physical features
- Analyze and understand human geography as a discipline that studies the relation between society and physical space



Module 9. Human Geography

- ♦ Study population dynamics and distribution throughout history
- ♦ Explain migrations and immigrations, how have they affected the world economy and space?
- ♦ Understand rural areas and the economic activities that take place in them (livestock, agriculture, fishing, etc.)
- ♦ Analyze the depopulation that rural areas have suffered and the problems and consequences it entails
- ♦ Study the morphology of urban spaces Understand their structure, layout, importance and development in history
- ♦ Know the history of transportation and its impact on the global economy
- ♦ Explain global transportation networks How they are configured, and the features of each network
- ♦ Understand the problems generated as a consequence of transportation systems
- ♦ Study locations and economic problems over time in different regions

Module 10. Teaching Political Science

- ♦ Analyze the organization of a State according to history and from a political standpoint
- ♦ Determine and interpret the political-administrative structure of a State
- ♦ Explain the nature of organized civil society
- ♦ Explain the nature of a Local Agenda 21 process and how to develop it
- ♦ Understand the nature of citizen participation and how to create an association
- ♦ Know and study global tourism and its importance to a country's economy
- ♦ Analyze the different types of tourism that exist
- ♦ Conduct a SWOT analysis of a specific tourist destination
- ♦ Develop diagrams and elaborate geographic maps that explain the natural human-nature relationship

- ♦ Learn to use the different tools that exist to explain geography through the use of GIS
- ♦ Describe social liberalism as a response against "negative liberty"
- ♦ Recognize conservative liberalism as a response against "positive liberty"
- ♦ Describe the influence of labor movements in 19th century society
- ♦ Classify the different types of socialism
- ♦ Define and explain the concept of nation
- ♦ Integrate the concepts of State, nationalism and self-determination
- ♦ Establish analogies and differences between national pluralism and democratic federation
- ♦ Describe feminism as a philosophical and political project
- ♦ Structure the debate on women's citizenship
- ♦ Identify and explain the phenomenon of suffragism
- ♦ Recognize the influence of the phenomenon of globalization
- ♦ Identify the key elements shaping the technological revolution and informational capitalism
- ♦ Identify the power and role of the State in the global era

03 Skills

After passing the assessments for the Master's Degree in Teaching Political Science, Geography and World History in High School, students will have acquired the skills required to deliver quality and up-to-date practice based on the latest trends.



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With this program, you will be able to master new methodologies and strategies in Teaching Political Science, Geography and World History in High School”



General 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
- ♦ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ♦ Acquire the learning skills that will enable them to continue studying in a manner that will be largely self-directed or autonomous



Seize the opportunity and take the step to get up to date on the latest developments in Teaching Political Science, Geography and World History in High School”





Specific Skills

- ♦ Learn about teaching political science and its derivative branches
- ♦ Introduce the limits of learning
- ♦ Identify the behavioral theories of learning
- ♦ Understand current theories of learning
- ♦ Ensure a general and integrated training on the fundamental contents of the various thematic areas in geography, its epistemological development and research methods
- ♦ Enable the application of theoretical, methodological and instrumental knowledge to the integrated analysis and interpretation of spatial processes and problems, and elaborate territorial diagnoses.
- ♦ Develop specific skills related to working techniques, especially those related to the acquisition, analysis, treatment and representation of geographic information, including field work
- ♦ Identify the evolution of intelligence
- ♦ Identify the historical origins of liberalism
- ♦ Differentiate the various aspects of liberalism
- ♦ Explain the political, social and economic features of the Ancien Régime
- ♦ Understand the advances brought about by the scientific revolution since the 17th and 18th centuries
- ♦ Explain the political, social and economic features of the Ancien Régime
- ♦ Understand the scope of the Enlightenment as a new cultural and social movement in Europe and America
- ♦ Identify the historical periods and territories formerly occupied by the Romans, where two medieval Christian cultures developed: Byzantine and Carolingian
- ♦ Recognize Justinian and Charlemagne as the most important figures in their respective empires and both their attempts to restore the ancient Roman Empire
- ♦ Describe the political, economic, social, and cultural features of both cultures
- ♦ Identify Charlemagne's efforts to raise the cultural level of the Empire
- ♦ Rigorously and precisely select the most appropriate information to include in a presentation
- ♦ Synthesize documents and information on historical, geographic or anthropological phenomena
- ♦ Structure the information to present a complex phenomenon in an analytical, coherent and appropriate manner
- ♦ Understand the facts of the past and know how to contextualize them
- ♦ Understand the confluence of different points of view and opinions on the same historical fact

04

Course Management

The program includes in its teaching staff leading specialists in Teaching Political Science, Geography and World History, who pour into this program the experience of their work. Additionally, other recognized specialists participate in the design and preparation, which means the program is developed in an interdisciplinary manner.



“

Learn the latest advances in procedures in Teaching Political Science, Geography and World History in High School from leading professionals”

Management



Mr. Linares Tablero, Pedro

- Diploma in teaching EGB (General Basic Education in Spain), specialty in Human Sciences
- Degree in Learning Sciences, 26 years of teaching experience as a school counselor
- Primary School Teacher
- ESO (Compulsory Secondary Education in Spain) Teacher of Social Sciences: Geography and History and Citizenship Education)
- Intermediate Vocational Training (Services organization for people in a situation of dependency) and Higher Vocational Training (Teaching in Early Childhood Education)
- Between December 2008 and August 2014, several management positions (Headmaster and Head of Studies) in subsidized schools in the Community of Madrid

Professors

Mr. Alcocer, Daniel

- ♦ Degree in History, Complutense University of Madrid
- ♦ Specialist in International Relations, Security and Defense
- ♦ Master's Degree in Bioethics, Rey Juan Carlos University of Madrid CAP (Certificate of Professional Aptitude in Spain), Institute of Education Sciences, Complutense University of Madrid
- ♦ Teaching since 2003 as a high school teacher in Spain
- ♦ Head of the Humanities Department at a high school in Madrid, since 2005
- ♦ Management Positions in Private Education in Spain since 2005

Mr. Guerrero Cuesta, Daniel

- ♦ Degree in History, Complutense University of Madrid
- ♦ Master's Degree in American History and Anthropology
- ♦ Master's Degree in High Schol Teacher Training, UNIR
- ♦ Currently pursuing doctoral studies in the Department of History of America I, Faculty of Geography and History, Complutense University of Madrid
- ♦ Speciality in Contemporary American History



Mr. Lecuona Font, Enrique

- ♦ Degree in Geography, University of La Laguna
- ♦ CAP (Certificate of Professional Aptitude in Spain), Alfonso X el Sabio University
- ♦ Master's Degree in Urban Law, University of La Laguna
- ♦ Researcher for the Registry of Associations and Foundations of the Canary Islands, and Collaborator on different projects linked to the University of La Laguna
- ♦ Currently working in the private sector

Mr. Reig Ruiz, Pedro

- ♦ Geography and History Teacher, Nazaret Oporto School, Madrid
- ♦ Degree in History
- ♦ Master's Degree in History of the Hispanic Monarchy (specializing in Modern History) and Master's Degree in High School Teacher Training, Complutense University of Madrid
- ♦ Cultural advisor and Assistant in the development of teaching resources for high schools, as well as communication and press work in the private sector



Mr. Rodríguez Rodríguez, José Javier

- ♦ Degree in History, University of Alcalá de Henares; exchange student at the University of Tampere (Finland) and the Pontificia Universidad Católica (Chile)
- ♦ Master's Degree in Middle and High School Teacher Training in Spain, specialty in Geography and History, University of Alcalá
- ♦ Teacher Specialist in the Teaching Spanish as a Foreign Language endorsed by IL3 Universitat de Barcelona
- ♦ Worked in education in countries such as Chile and the United Kingdom
- ♦ Currently, Geography and History Teacher, Sagrada Familia School in Moratalaz, Madrid

05

Structure and Content

The contents have been structured and designed by a team of professionals from leading educational centers, universities, and companies, who are aware of the current relevance of training in intervening and supporting students, and who are committed to quality teaching through new educational technologies.



“

This Master's Degree in Teaching Political Science, Geography and World History in High School contains the most complete and up-to-date program on the market”

Module 1. The Teaching and Learning Process

- 1.1. Approach to Learning
 - 1.1.1. The Need to Learn
 - 1.1.2. The Limits of Learning
- 1.2. Theories on Learning
 - 1.2.1. Behavioural Learning Theories
 - 1.2.2. Current Learning Theories
- 1.3. Relation Between Intelligence and Learning
 - 1.3.1. Defining Intelligence
 - 1.3.2. The Evolution of Intelligence
- 1.4. Cognitive Processes in Learning
 - 1.4.1. Cognition in Learning
 - 1.4.2. Attention in Learning
- 1.5. Memory in Learning
 - 1.5.1. Types of Memory
 - 1.5.2. Learning Dates and Facts
- 1.6. The Teaching-Learning Process
 - 1.6.1. Features of Formal Education
 - 1.6.2. Critical Learning Periods
- 1.7. The Role Played by the Teacher
 - 1.7.1. Features of Formal Education
 - 1.7.2. Critical Learning Periods
- 1.8. Teaching Models
 - 1.8.1. Traditional Teaching
 - 1.8.2. New Challenges in Education
- 1.9. Educational Technology
 - 1.9.1. New Challenges in Teaching
 - 1.9.2. Internet in the Classroom
- 1.10. Learning Assessment
 - 1.10.1. Process Assessment
 - 1.10.2. Product Assessment



Module 2. Teaching Social Sciences

- 2.1. Transition from Expository to Interactive Education
 - 2.1.1. Objectives
 - 2.1.2. New Educational Trends
 - 2.1.3. Teaching Social Sciences
- 2.2. Constructivism
 - 2.2.1. Building Learning Using Web 2.0
 - 2.2.2. Constructivist Strategies to Teach Social Sciences
- 2.3. Teaching Documents
 - 2.3.1. Introduction
 - 2.3.2. e-Learning
 - 2.3.3. Learning Environments
 - 2.3.4. Teaching Documents
- 2.4. Information Search and Organization
 - 2.4.1. Search Tools
 - 2.4.2. Other Google Information Search Tools
 - 2.4.3. Content Management
- 2.5. Information Storage
 - 2.5.1. The Cloud: Concept
 - 2.5.2. An Example of Cloud Computing in Education
- 2.6. Content Creation
 - 2.6.1. Virtual Media Libraries
 - 2.6.2. Audiovisual Content: YouTube
- 2.7. Content Presentation
 - 2.7.1. Introduction
 - 2.7.2. Creating Presentations
 - 2.7.3. Maps and Timelines
- 2.8. Content Publication
 - 2.8.1. Creative Commons Licenses
 - 2.8.2. Creative Commons
 - 2.8.3. Educational Blogs
 - 2.8.4. Social Media

- 2.9. Communication and Collaborative Work
 - 2.9.1. Wikis
 - 2.9.2. Google Sites
 - 2.9.3. Collaborative Writing
- 2.10. Gamification
- 2.11. Augmented Reality
- 2.12. What is Gamification?
- 2.13. Proposals to Gamify the Classroom

Module 3. Prehistory

- 3.1. The Importance of Anthropology and Archeology in the Study of Human Beings
 - 3.1.1. Prehistory
 - 3.1.2. Archeology
 - 3.1.3. Summary
- 3.2. The Hominization Process
 - 3.2.1. Objective
 - 3.2.2. The Hominization Process
- 3.3. The Paleolithic
 - 3.3.1. Objectives
 - 3.3.2. The Paleolithic
- 3.4. The Neolithic and Its Expansion
 - 3.4.1. Objectives
 - 3.4.2. General Features of the Mesolithic
 - 3.4.3. General Features of the Neolithic
- 3.5. The Metal Ages
 - 3.5.1. Prehistoric Periods
 - 3.5.2. The Iron Age
- 3.6. Prehistory in America. The First Settlers on the American Continent
 - 3.6.1. Theories on First Settlements
 - 3.6.2. Evolution of the Different American Peoples
- 3.7. 2.0 Tools Applied to Prehistory
 - 3.7.1. Pinterest
 - 3.7.2. Blogger

- 3.8. Evaluation Systems
 - 3.8.1. Collaborative Learning. Peer Assessment. Co-Assessment
 - 3.8.2. Roles within Cooperative Groups and Cooperative Structures
- 3.9. Activities
 - 3.9.1. Assessment Tools
 - 3.9.2. Cooperative Group Logbook
- 3.10. Assessment Tests
 - 3.10.1. Assessment Activities and Test

Module 4. Ancient History

- 4.1. Mesopotamia
 - 4.1.1. Mesopotamia: The Origin of Civilization
 - 4.1.2. Sumer and Akkad
 - 4.1.3. Babylon and Assyria
- 4.2. Ancient Egypt
 - 4.2.1. Egypt: Geographical Environment and Historical Context
 - 4.2.2. The Predynastic Period
 - 4.2.3. The Protodynastic Period
 - 4.2.4. The Archaic Period
 - 4.2.5. Ancient Empires
 - 4.2.6. The First Intermediate Period
 - 4.2.7. Middle Empires
 - 4.2.8. The Second Intermediate Period
 - 4.2.9. New Empires
 - 4.2.10. The Third Intermediate Period
 - 4.2.11. The Late Period
 - 4.2.12. Ptolemaic Egypt
- 4.3. Ancient Greece
 - 4.3.1. Ancient Greece: Geographical Space
 - 4.3.2. Aegean Civilizations in the Bronze Age
 - 4.3.3. The Dark Ages
 - 4.3.4. The Archaic Age
 - 4.3.5. Classical Greece
 - 4.3.6. Hellenistic Greece

- 4.4. Ancient Rome
 - 4.4.1. Geographical Space in Ancient Rome
 - 4.4.2. The Origins of Ancient Rome
 - 4.4.3. The Monarchic Period
 - 4.4.4. The Republican Period
 - 4.4.5. The High Imperial Period
 - 4.4.6. The Low Imperial Period
- 4.5. The Romanization Process
 - 4.5.1. The Concept of Romanization
 - 4.5.2. The Romanization Process
 - 4.5.3. Factors and Consequences
- 4.6. American Ancient Cultures
 - 4.6.1. Ancient America
 - 4.6.2. The Maya Civilization
 - 4.6.3. The Aztec Civilization
 - 4.6.4. The Inca Civilization
- 4.7. 2.0 Tools Applied to Ancient History
 - 4.7.1. 2.0 Tools in Education
 - 4.7.2. Types of 2.0 Tools
 - 4.7.3. 2.0 Tools Applied to Ancient History
- 4.8. Evaluation Systems
 - 4.8.1. Using Assessments in Learning
 - 4.8.2. The Cooperative Model and Assessments
 - 4.8.3. Self-Assessment
 - 4.8.4. Peer Assessment
 - 4.8.5. Co-Assessment
 - 4.8.6. Applying Cooperative Models to Ancient History Courses
- 4.9. Activities
 - 4.9.1. Theoretical Approaches in Teaching Activities
 - 4.9.2. Types of Activities
 - 4.9.3. Using Activities in Teaching Ancient History

- 4.10. Assessment Tests
 - 4.10.1. Objectives
 - 4.10.2. Practical Application of Assessments
 - 4.10.3. Rubrics
 - 4.10.4. Checklists
 - 4.10.5. Range Scales
 - 4.10.6. Portfolio/Notebook
 - 4.10.7. Other Types

Module 5. The Middle Ages

- 5.1. The Early Middle Ages I
 - 5.1.1. The Fall of the Roman World
 - 5.1.2. The Romano-Germanic Kingdoms
- 5.2. The Early Middle Ages II
 - 5.2.1. The Byzantine Empire
 - 5.2.2. Islam
- 5.3. The Early Middle Ages III
 - 5.3.1. The Carolingian Era and the Birth of Europe
 - 5.3.2. The Holy Roman Empire: Charlemagne
- 5.4. The High Middle Ages I
 - 5.4.1. Romanesque Art in the Iberian Peninsula
 - 5.4.2. Western Europe: Growth and Expansion
- 5.5. The High Middle Ages II
 - 5.5.1. The Spread of Christianity. The Crusades and Other Expansionary Movements
 - 5.5.2. Feudal Transformation. Society, Culture, Economy and Mentality
- 5.6. The High Middle Ages III
 - 5.6.1. The Power Struggle between the Church and the Empire
 - 5.6.2. The Christian Kingdoms and the Taifas in the Iberian Peninsula
- 5.7. The Late Middle Ages I
 - 5.7.1. European Conflicts in the Late Middle Ages
 - 5.7.2. The Great Asian Civilizations
- 5.8. The Late Middle Ages II
 - 5.8.1. The End of the Byzantine Empire
 - 5.8.2. The Ottoman Empire at the Gates of Europe

- 5.9. The Middle Ages beyond the Atlantic
 - 5.9.1. The Inca Civilization
 - 5.9.2. The Aztec Civilization

Module 6. Europe in the Modern Age

- 6.1. Modern States
 - 6.1.1. Origin and Formation
 - 6.1.2. Modern Monarchies and Political Forms in Europe
 - 6.1.3. Renaissance Culture and Humanism
- 6.2. Geographical Discoveries
 - 6.2.1. Discovery and European Colonization
 - 6.2.2. The Discovery of America
 - 6.2.3. Beginnings of Colonization
 - 6.2.4. Imperial Colonization
- 6.3. 16th Century Europe
 - 6.3.1. Introduction
 - 6.3.2. The Rupture of Christianity. Reformation and Counter-Reformation
- 6.4. 17th Century Europe
 - 6.4.1. Introduction
 - 6.4.2. Pax Hispanica and the Thirty Years' War
 - 6.4.3. The Imperialism of Louis XIV
 - 6.4.4. The Baroque
- 6.5. Conquest and Colonization in Hispanic America
 - 6.5.1. Colonization in the 16th and 17th Centuries
 - 6.5.2. Hispanic America Society and Economy
 - 6.5.3. The Colonization of the Americas in the Spanish Black Legend
- 6.6. 18th Century Europe and America
 - 6.6.1. Introduction
 - 6.6.2. The Age of Enlightenment: The Enlightenment
 - 6.6.3. The Enlightened Absolutism
 - 6.6.4. 18th Century European Society and Economy
 - 6.6.5. The Bourbon Reforms in America

- 6.7. Cooperative Work
 - 6.7.1. Cooperative Work
 - 6.7.2. Interdisciplinary Work
- 6.8. New Technologies Applied to Teaching Modern History
 - 6.8.1. Platforms and Presentations
 - 6.8.2. Information Search on the Internet and Social Networks
 - 6.8.3. Timelines and Conceptual Maps
 - 6.8.4. Blogs and Mobile Devices
 - 6.8.5. Historical Reenactment Video Games
- 6.9. Complementary Activities
 - 6.9.1. Introduction
 - 6.9.2. Text, Map, Image and Audiovisual Resource Analysis
 - 6.9.3. Preparing Conceptual Maps and Timelines
 - 6.9.4. Activities Outside the Classroom
- 6.10. Assessment Tests
 - 6.10.1. Essay Type Test: Extended Response
 - 6.10.2. Essay Type Test: Restricted Response
 - 6.10.3. Other Assessment Tests

Module 7. The Late Modern Period

- 7.1. The Foundations of the Contemporary World
 - 7.1.1. 18th Century Europe
 - 7.1.2. Illustration
 - 7.1.3. Economic Liberalism
 - 7.1.4. The Agrarian and Demographic Revolution
 - 7.1.5. The Industrial Revolution
 - 7.1.6. Foundations of the Western World Model
 - 7.1.7. 18th Century Culture and Art
 - 7.1.8. The Concepts of Contemporaneity
- 7.2. 18th Century Liberalism and Revolutions
 - 7.2.1. 18th Century Liberalism and Revolutions
 - 7.2.2. 19th Century Restoration and Revolutions
 - 7.2.3. Nationalism

- 7.3. The Emergence of the New American States
 - 7.3.1. Reception of Enlightenment Ideas
 - 7.3.2. Economic Situation
 - 7.3.3. From Emancipation to Independence
 - 7.3.4. America after Independence
- 7.4. Labor Movements and Democratic Liberalism
 - 7.4.1. Class Society
 - 7.4.2. Labor Movements
 - 7.4.3. Democratic Liberalism
 - 7.4.4. Colonial Empires
 - 7.4.5. International Relations
- 7.5. The First World War and the Russian Revolution
 - 7.5.1. The First World War: Causes
 - 7.5.2. The Russian Revolution
- 7.6. The Interwar Period and the Rise of Fascism
 - 7.6.1. The New International Order
 - 7.6.2. Measures to Overcome Recession
 - 7.6.3. The Rise of Fascism
- 7.7. The Second World War
 - 7.7.1. Causes
 - 7.7.2. Axis Powers
 - 7.7.3. Allied Powers
 - 7.7.4. How the Conflict Unfolded
- 7.8. The Cold War
 - 7.8.1. The End of the Alliance and the Origins of Bipolarity
 - 7.8.2. Asian Decolonization and the Middle East Conflict
 - 7.8.3. The Death of Stalin and the 20th Congress of the CPSU
 - 7.8.4. Latin America
 - 7.8.5. The Birth of the European Common Market
 - 7.8.6. The Beginning of Détente in the 1960s
 - 7.8.7. The Permanence of Conflict: Latin America and Vietnam
 - 7.8.8. Africa and Its Independence
 - 7.8.9. Conflict in the Middle East: From the Six Day War to Yom Kippur

- 7.9. From the Oil Crisis to the Year 2000
 - 7.9.1. A Decade in Review
 - 7.9.2. Social and Economic Consequences of the Oil Crisis
 - 7.9.3. Europe and Latin America in the 1970s
 - 7.9.4. U.S. Policy and East-West Relations in the Height of Détente
 - 7.9.5. Meaning of "Thatcherism" and "Reaganism"
 - 7.9.6. The End of Détente
 - 7.9.7. The New Global Order
 - 7.9.8. The European Union
 - 7.9.9. Africa after the Cold War
- 7.10. Text Commentary
 - 7.10.1. Steps to Follow in Text Commentary
 - 7.10.2. Example of Text Commentary
 - 7.10.3. Commentary

Module 8. Physical Geography

- 8.1. Planet Earth
 - 8.1.1. The Shape of the Earth
 - 8.1.2. Earth and the Solar System
- 8.2. Terrestrial Structure and Dynamics
 - 8.2.1. Introduction
 - 8.2.2. The Structure of Earth
 - 8.2.3. Terrestrial Dynamics
- 8.3. Structural Terrain
 - 8.3.1. Ocean Basins
 - 8.3.2. Landmasses
 - 8.3.3. Structural Terrain of Sedimentary Basins
 - 8.3.4. Appalachian Terrain
 - 8.3.5. Faulted Terrain
 - 8.3.6. Volcanic Terrain

- 8.4. Lithological Morphologies
 - 8.4.1. Granitic Terrain
 - 8.4.2. Karst Geomorphology
 - 8.4.3. Groundwater Circulation
- 8.5. Geomorphology due to External Forces I
 - 8.5.1. External Forces
 - 8.5.2. Weathering
 - 8.5.3. Slope Dynamics
 - 8.5.4. Erosion
- 8.6. Climatic Elements and Factors
 - 8.6.1. Objectives
 - 8.6.2. Introduction
 - 8.6.3. The Atmosphere
 - 8.6.4. Climate Factors
 - 8.6.5. Climate Elements
- 8.7. The Oceans
 - 8.7.1. Marine Waters
 - 8.7.2. Ocean Currents
 - 8.7.3. Atmosphere and Ocean
- 8.8. Climate Classification
 - 8.8.1. Introduction
 - 8.8.2. Köppen's Climate Classification
 - 8.8.3. Azonal Climates
 - 8.8.4. Zonal Climates
- 8.9. Guidance for Practical Exercises on Physical Geography
 - 8.9.1. Geographic Landscape Commentary
 - 8.9.2. Commentary Models
 - 8.9.3. The Main Charts in Physical Geography

- 8.10. Techniques and Guidelines to Study Geography
 - 8.10.1. Natural Resources
 - 8.10.2. Environmental Impact
 - 8.10.3. Principal Environmental Problems
 - 8.10.4. Positions on the Problems
 - 8.10.5. Ecological Footprint
 - 8.10.6. Natural Risks

Module 9. Human Geography

- 9.1. The Population
 - 9.1.1. Distribution and Dynamism
 - 9.1.2. Population Growth
 - 9.1.3. Demographic Transition Model
 - 9.1.4. Population Movement
 - 9.1.5. Population Structure
- 9.2. Rural Areas
 - 9.2.1. The World and Rural Areas
 - 9.2.2. Economic Activity
 - 9.2.3. Problems in Rural Areas
 - 9.2.4. Depopulation and Economic and Environmental Problems
- 9.3. Cities and Urban Areas
 - 9.3.1. Introduction
 - 9.3.2. Morphology
 - 9.3.3. Globalization
- 9.4. Transportation Systems
 - 9.4.1. Introduction
 - 9.4.2. History, Classification and Economics
 - 9.4.3. Configuration and Features of Transportation Networks
 - 9.4.4. Transport System Flows and Problems
- 9.5. Economic Activity
 - 9.5.1. Objective
 - 9.5.2. Introduction
 - 9.5.3. Economic Activity Location by Sector
 - 9.5.4. Economic Problems
 - 9.5.5. Economic Policies
- 9.6. State Organization
 - 9.6.1. Territorial Distribution (Borders, Capital City, Political-Administrative Structure)
 - 9.6.2. International Relations
 - 9.6.3. Flipboard as a Classroom Asset
- 9.7. Society and Culture
 - 9.7.1. Organized Civil Society
 - 9.7.2. Citizen Participation: Associations
 - 9.7.3. Cultural Landscapes: Dynamism and Transformation
- 9.8. Tourism
 - 9.8.1. Economics and Tourism
 - 9.8.2. Economics of Tourism
 - 9.8.3. Types of Tourism
 - 9.8.4. SWOT Analysis
 - 9.8.5. The Current and Future Reality of Tourism
- 9.9. Tools to Study Geography
 - 9.9.1. Tools, Outlines and Maps
 - 9.9.2. Geographic Information Systems (GIS)
 - 9.9.3. ICT Tools to Teach Geography
- 9.10. The Impact of Human Activity
 - 9.10.1. Historical Development of Human Activity in the Environment
 - 9.10.2. Vegetation Degradation
 - 9.10.3. Soil Destruction
 - 9.10.4. Overexploitation
 - 9.10.5. Pollution

Module 10. Teaching Political Science

- 10.1. Definition of Political Philosophy and the Origin of Society
 - 10.1.1. The Origin of the State and Definition of Political Philosophy
 - 10.1.2. Theories on the Origin of the State
 - 10.1.3. Methodology
 - 10.1.4. Summary (Key Points)
- 10.2. Legitimization of the State and Classification of Political Regimes
 - 10.2.1. Definition of Legitimization and Types of Political Legitimization
 - 10.2.2. Types of Regimes
 - 10.2.3. Methodology
 - 10.2.4. Summary
 - 10.2.5. Conclusions
- 10.3. Current Political Categories
 - 10.3.1. Right and Left, Descriptive Categories?
 - 10.3.2. Current Political Forms and Ideologies
 - 10.3.3. Methodology
 - 10.3.4. Key Words
- 10.4. Socialism
 - 10.4.1. Traditional and Utopian Socialism
 - 10.4.2. Marxist Socialism
 - 10.4.3. Methodology
- 10.5. Social Democracy
 - 10.5.1. Definition and Historical Origin of Democracy
 - 10.5.2. The Welfare State
 - 10.5.3. Methodology
- 10.6. Republicanism
 - 10.6.1. Definition and Traditional Forms of Republicanism
 - 10.6.2. Modern Instances of Republicanism
- 10.7. Methodology
- 10.8. Conservatism
 - 10.8.1. Features of Conservatism
 - 10.8.2. Neoconservatism vs. Traditional Conservatism
 - 10.8.3. Methodology
- 10.9. Liberalism
 - 10.9.1. Definition and Origin of Classical Liberalism
 - 10.9.2. Liberalism Today and Capitalism: Minarchism and the Austrian School
 - 10.9.3. Methodology
- 10.10. Anarcho-Capitalism
 - 10.10.1. Definition and Origin of Anarcho-Capitalism or Right-Wing Anarchism
 - 10.10.2. Moral Proposals and Practical Application
 - 10.10.3. Methodology
- 10.11. Current Challenges
 - 10.11.1. Populism and Democracy: Are They Inseparable?
 - 10.11.2. Environmentalism
 - 10.11.3. Feminism
 - 10.11.4. Racism
 - 10.11.5. Methodology



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

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

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

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.

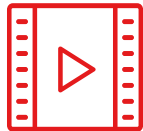
*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

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 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.



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, you can watch them as many times as you want.



Interactive Summaries

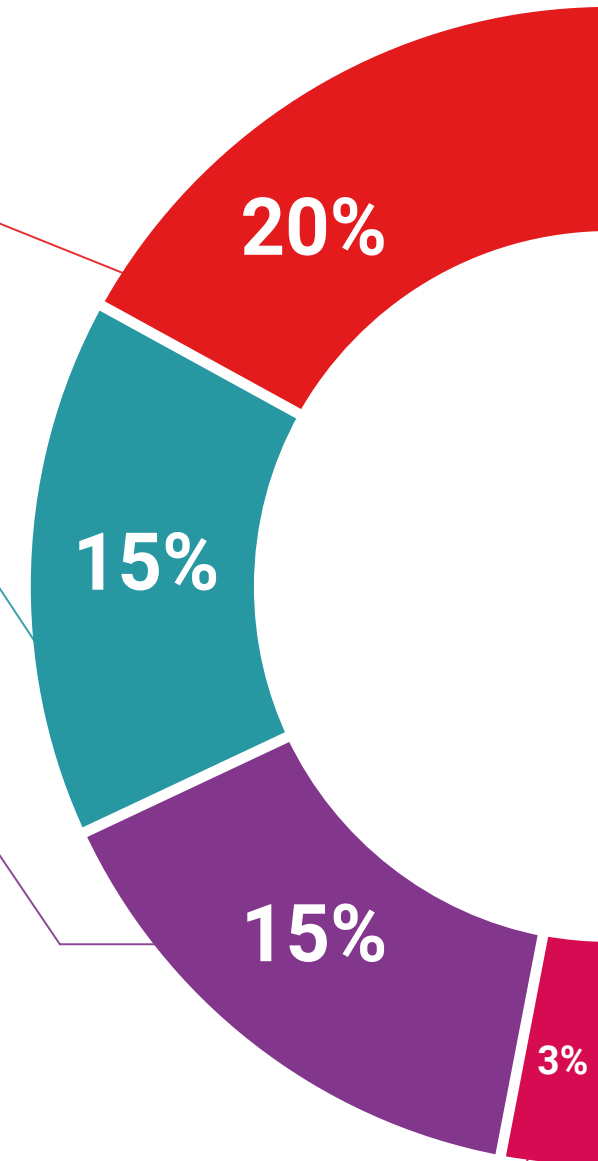
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

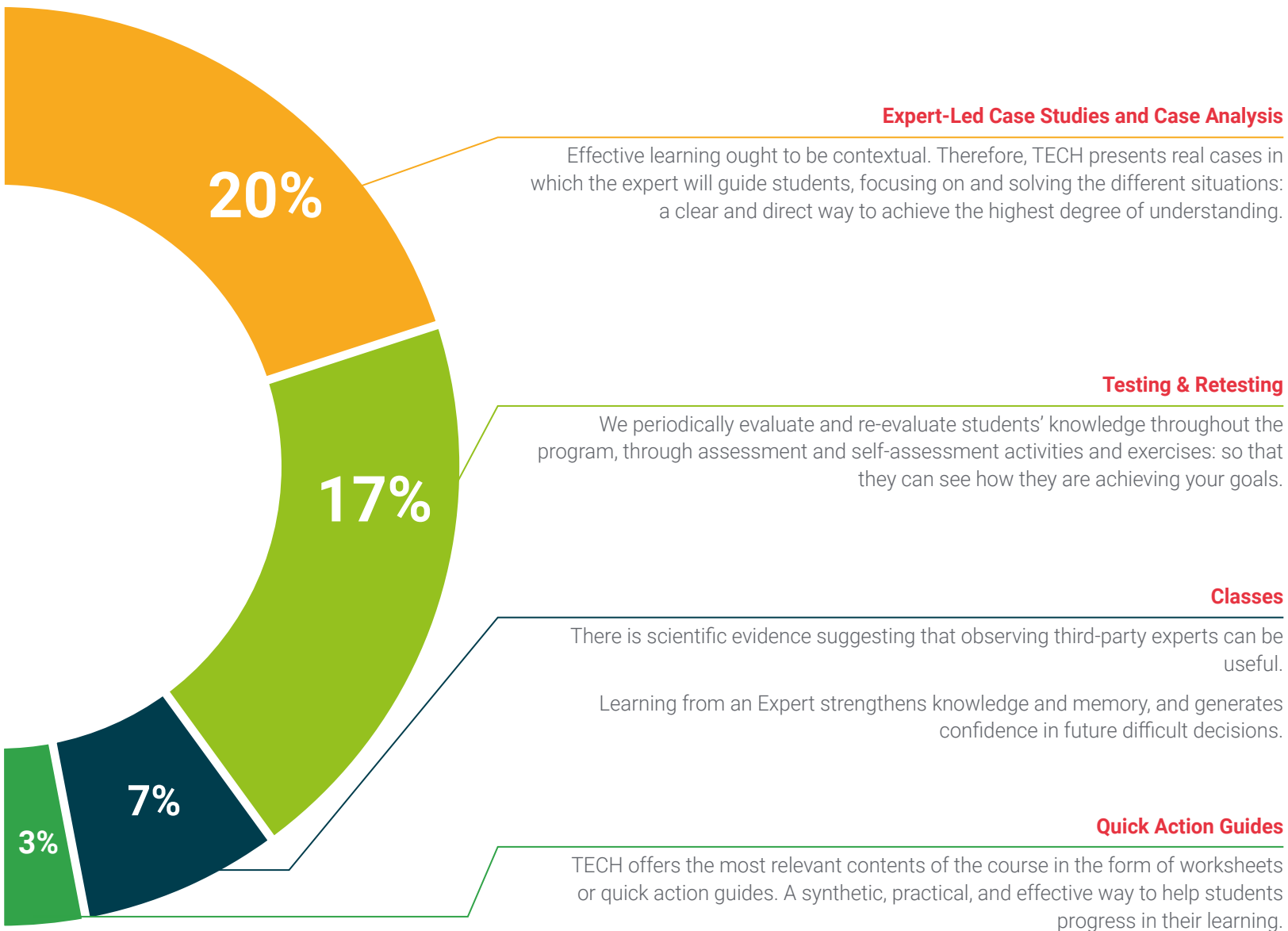
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



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.





07

Certificate

The Master's Degree in Teaching Political Science, Geography and World History in High School 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 program will allow you to obtain your **Master's Degree diploma in Teaching Political Science, Geography and World History in High School** 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.

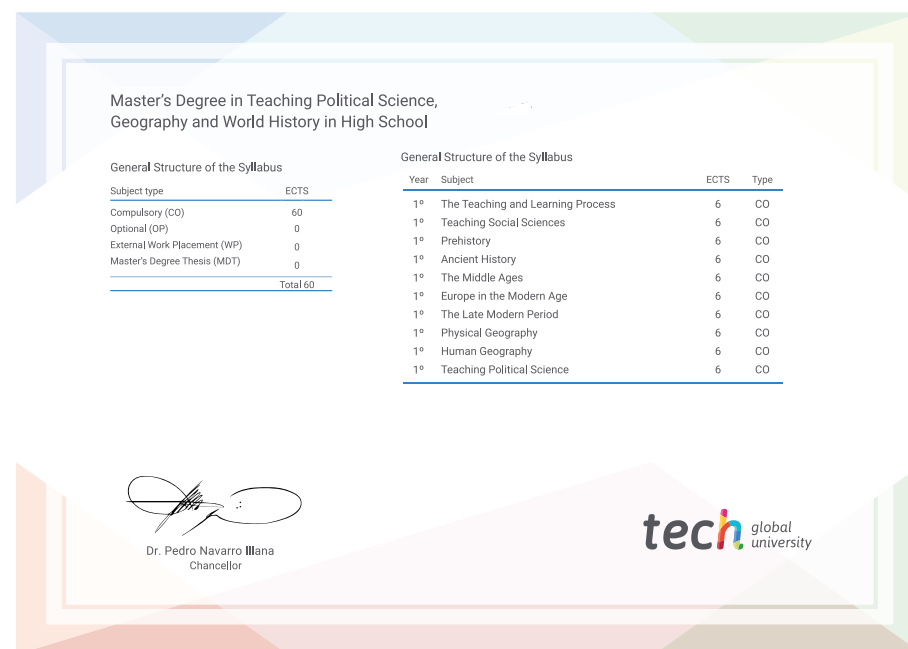
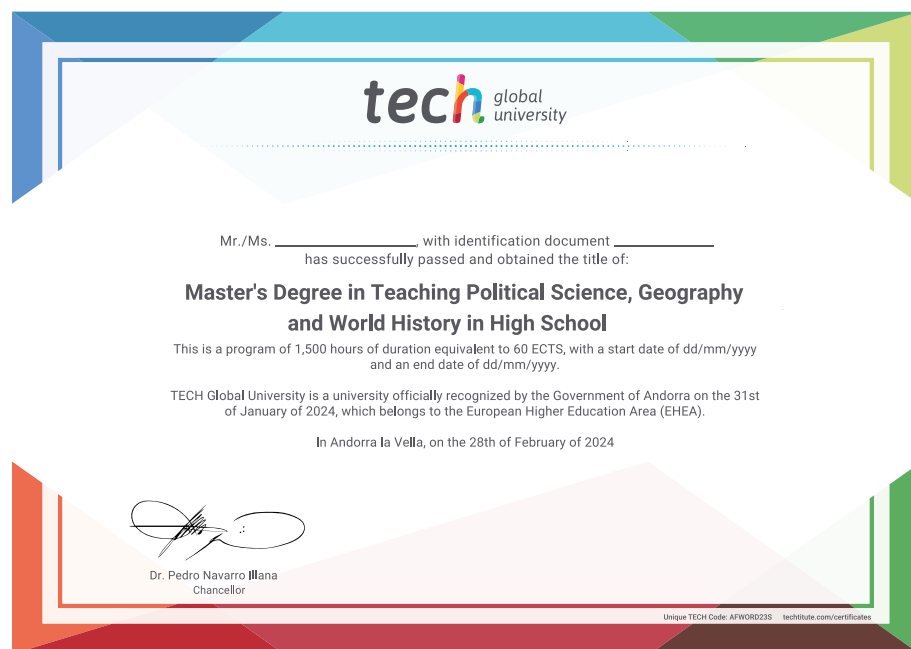
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Teaching Political Science, Geography and World History in High School**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree

Teaching Political Science,
Geography and World
History in High School

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

Master's Degree

Teaching Political Science, Geography
and World History in High School

