Canadian Advanced Senior High

**Department:** Canadian and World Studies

**Course Development Date:** November 2017

**Course Title:** Travel and Tourism

**Grade:** 11

**Course Type:** University preparation

**Ministry Course Code:** CGG3O

**Credit Value:** 1.00

**Hours:** 110

**Ministry Curriculum Policy**
The Ontario Curriculum Grades 11- 12
Canadian and World Studies,
Revised 2005

**Prerequisite:** CGC1D1 or CGC1D7

**COURSE DESCRIPTION**

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geo-technologies and inquiry and communication methods, students will conduct and present case studies that
develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

OVERALL EXPECTATIONS

Geographic Foundations: Space and Systems

By the end of this course, students will:

• explain themes and concepts related to regional geography, including region, pattern, movement, and interaction;
• evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
• analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
• explain the characteristics of the travel and tourism industry from a geographic perspective.

Human-Environment Interactions

By the end of this course, students will:

• explain how environmental factors affect patterns of travel and tourism;
• analyse the impact of different types of travel and tourism on the natural environment;
• evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.

Global Connections

By the end of this course, students will:
• describe global patterns of travel and tourism and the factors that influence them;
• explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
• compare the characteristics of selected tourist regions of the world.

Understanding and Managing Change

By the end of this course, students will:

• explain how changes and trends in society have an impact on travel and tourism patterns;
• analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
• evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Methods of Geographic Inquiry and Communication

By the end of this course, students will:

• use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
• analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
• communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Outline of Course Content

Unit 1: Understanding Travel and Tourism – 20 hours
(Online components: 14 hours; Offline components: 6 hours)
Starting with a better understanding of the terms "tourist" and “travel”, you will learn the basics of the travel industry in this first Unit. There are a number of key concepts and world factors that impact travel and the choices people make about travelling. What is it that draws people to certain locations and keeps them away from others? This course is also about the regions of the world – how do you define a region? What makes regions different from one another? The most important idea in this unit is that there is interconnectedness between regions.

**Unit 2: Tourism and the Economy – 20 hours**  
(Online components: 14 hours; Offline components: 6 hours)

This unit focuses on the economic development and impacts of travel and tourism on world regions. Students analyze the economic effects associated with economic disparities, travel balances and political policies that affect specifically tourism. They compare tourism characteristics of two city-centred regions (New York vs. Rio de Janeiro). They also look at how advertising and marketing effect tourism levels in Canada and create their own advertisement for Canada’s attractions.

**Unit 3: Tourism and Culture – 20 hours**  
(Online components: 14 hours; Offline components: 6 hours)

This unit explores various themes of cultural tourism. Students begin by familiarizing themselves with the various terms that are related to cultural tourism. Religious, sports and aboriginal cultural destinations will be investigated to see what cultural aspects invite tourists to these significant areas. Changing lifestyles of tourists and changes in tourist trends will be studied to see their affect on various cultures. You will also suggest solutions to the impact of tourists on a cultural destination. Finally, you will investigate a significant Canadian cultural site and propose why it should be a World Heritage Site.

**Unit 4: Tourism and the Environment – 20 hours**  
(Online components: 14 hours; Offline components: 6 hours)
This unit applies the geographic knowledge and skills developed in Unit 1 to a focus on the effects of travel and tourism activities on the natural environment. After identifying the natural resources that attract tourists, students direct their inquiries to how natural factors (hurricanes, tsunamis, tornadoes and earthquakes) affect tourism and, conversely, how tourism activities alter the natural environment - particularly in sensitive environmental habitats such as the rainforest, desert, mountain, and aquatic regions. Finally, students examine how world organizations are working toward sustainable development and stewardship of natural environments.

Unit 5: Future of Tourism – 20 hours

(Online components: 14 hours; Offline components: 6 hours)

In this unit, students examine their local area to discover and predict the future of tourism locally. Students will expand on the concepts of “regions” and develop a plan for the future of tourism. By looking at tourism through the eyes of a developer, students can determine what the sites around them might look like in 20 years, what global sites may look like and, perhaps, what could happen in inter-stellar tourism - a trend that has already begun!

Unit 6: Culminating Activity – 10 hours

(Online components: 7 hours; Offline components: 3 hours)

Students must complete the course culminating task, “The Travel and Tourism Report: A Case Study,” to meet the expectations and requirements of Regional Geography: Travel and Tourism, CGG3O. This report is worth 15% of the final course evaluation. The collection of data and the report will be assessed using a rubric.
Assessment and Evaluation

The assessment techniques used in this course are diagnostic, formative, and summative. Their purpose is to gauge prior knowledge, on-going learning, and the extent to which the instructional strategies have been successful in facilitating the acquisition of the skills described in the Ministry of Education’s curriculum expectations for each unit. Assessment tools include but are not limited to:

Group and individual presentations; essays and research reports; quizzes and written tests; journals; self- / peer evaluation; student-teacher conferences; formal/informal teacher observation and on-going verbal feedback; oral presentations; role-plays; wiki entries, checklists; marking schemes; rating scales; rubrics; anecdotal comments; portfolio presentation; novel studies; visual essays, online posters, blogs and more.

70 per cent of the grade will be based on formative assessments and evaluations conducted throughout the course.

30 per cent of the grade will be based on a summative evaluation in the form of a final examination, performance, essay, or other type of culminating assignment which the teacher deems appropriate given the themes of the course.

Tests 15 %
Case Studies 15 %
Major Assignments 40 %
Independent Assignment 15 %
Exam 15 %

Assessment For Learning (Growing Success) will implement the use of diagnostic assessments to determine the students’ readiness skills for the ensuing lessons.
and skills required. Formative assessments will take place in an ongoing and frequent manner to assure students’ are acquiring and practicing skills.

Assessment As Learning (Growing Success) will be monitored to ascertain that students’ are developing the ability to self-correct and to determine individual skills that are required for success and in determining individual learning styles.

Assessment of Learning (Growing Success) will be done upon completion of the course to convey the success of the students’ achievement of the content and concepts learned.

Teaching/Learning Strategies

- Brainstorming
- Reflective journals
- Essays
- Teacher read-alouds
- Direct teaching/Socratic method
- Graphic organizers
- Think/pair/share
- Worksheets
- Viewing and responding to advertisements and videos
- Questionnaires
- Oral presentations
- Independent and group research projects
- Self- and peer assessment
- Case study
- Current news/media
- Self- and peer editing
- Report writing
- Summarizing
- Debating
Resources

Newspapers: The Globe and Mail; The Toronto Star; The National Post; The Toronto Sun etc.
Various YouTube video/news segments
World Factbook CIA


Canada Travels Textbook
UNESCO World Heritage Sites

http://whc.unesco.org/pg.cfm?CID=31&l=EN