



THAMES VALLEY DISTRICT SCHOOL BOARD
London Central Secondary School



COURSE OUTLINE 2019-2020

Course Name:	Travel and Tourism: A Geographic Perspective	Course Code:	CGG 30
Course Type:	Grade 11 Open	Credit Value:	1.0
Teachers(s):	J. Nielsen		

Course Description:

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Issues in Canadian Geography, Grade 9 Academic or Applied

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015CWS11and12.pdf>

Course Overall Expectations:

A: Geographic Inquiry and Skill Development	A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to travel and tourism A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset
B: Spatial Organization: Why, Where, and How We Travel	B1. Spatial interaction: analyze patterns of spatial interaction between tourist sources and destinations B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions of tourist destinations B3. Choices of Destination: analyze a range of factors that influence tourists' destinations
C: Sustainability, Stewardship, and Tourism	C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective C2. Sustainable Tourism and Stewardship: analyze strategies for the protections of natural and cultural resources that are essential to tourism, and assess their effectiveness C3. Stewardship and the Sustainability of Societies: assess social and cultural impacts on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities
D: Interrelationships and Trends	D1. Local Tourism: analyze interrelationships between tourism and local human and natural systems D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism D3. New Directions: identify evolving trends in travel and tourism, and analyze their implications for future tourism development
E: Impacts of Change: Challenges for Travel and Tourism	E1. Environmental Challenges: analyze impacts of environmental conditions and concerns on the tourism industry E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples E3. Planning for Tourism: analyze the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment **for** learning), helping to set learning goals and monitor their own progress (assessment **as** learning), and evaluation and reporting of progress in the form of grades and marks (assessment **of** learning).

Unit Overview	Assessment and Evaluation Methods (may include major evaluations)
UNIT 1: Spatial Organization: Why, Where, and How We Travel Spatial Interactions and Distribution Factors Affecting Choice of Destination	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i> <i>Evaluations may include: Dream destination “Google My Map” creation, Significance of Place Assignment and Presentation, Interrelationships of Transportation Assignment</i>
UNIT 2: Sustainability, Stewardship, and Tourism Impacts of Travel and Tourism Sustainable Choices for Cultural and Social Travel	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i> <i>Evaluations may include: Google Earth Activity, Case Study, Invisible Export Assignment</i>
UNIT 3: Interrelationships and Trends Local Tourism Impacts of Tourism and Tourism Patterns	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i> <i>Evaluations may include: Group presentations, Impacts of Tourism Trip Reflections, Case Study</i>
UNIT 4: Impacts of Change: Challenges for Travel and Tourism Environmental Challenges Impacts on Local Populations and Indigenous Peoples Planning for Tourism	<i>New curriculum will allow for several formative and summative tasks in various formats throughout the unit, addressing skills in knowledge, thinking/inquiry, communication, and application; tasks will be altered based on student need.</i> <i>Evaluations may include: Debates, Case Study, Theme Park/Cruise Ship Creation and Analysis</i>
Course Culminating Activity/Independent Study	Major evaluation (15%)
Final Exam- January	Major evaluation (15%)

Assessment and Evaluation Categories and Weightings:

Achievement Chart Categories		Evaluation/Weight of Marks	
Achievement Category	Percentage	Evaluation	Percentage
Knowledge/Understanding	17.5%	Term Evaluation	70%
Thinking/Inquiry	17.5%	Final Evaluation	30%
Communication	17.5%	ISP	15%
Application	17.5%	Exam	15%

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.*
Student Planner and School Web site