

# Course Outline

School Name: Keewaytinook Internet High School

Department Name: Canadian and World Studies

Ministry of Education Course Title:

Travel and Tourism: A Geographic Perspective

Grade Level: 11

Ministry Course Code: CGG30

Teacher's Name: Dylan MacDonell

Developed by: Simon Kim      Date: September 2015

Revision Date: September 2018

Developed from: The Ontario Curriculum, Grade 11 and 12: Canadian and World Studies, 2015

Text: None

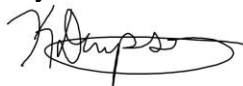
Prerequisite: CGC1D/1P

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 14, 2018

# ***Course Description/Rationale***

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.

## ***Overall Curriculum Expectations***

### **A. GEOGRAPHIC INQUIRY AND SKILL DEVELOPMENT**

- A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism;
- A2. Developing Transferable Skills: apply in everyday contexts skills, including spatial skills, developed through geographical investigation, 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: analyse patterns of spatial interaction between tourist sources and destinations (FOCUS ON: Spatial Significance; Patterns and Trends)
- B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (FOCUS ON: Patterns and Trends; Interrelationships)
- B3. Choice of Destination: analyse a range of factors that influence tourists= destination (FOCUS ON: Spatial Significance; Geographic Perspective)

### **C. SUSTAINABILITY, STEWARDSHIP, AND TOURISM**

- C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective (FOCUS ON: Interrelationships; Geographic Perspective)
- C2. Sustainable Tourism and Stewardship: analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (FOCUS ON: Interrelationships; Geographic Perspective)
- C3. Stewardship and the Sustainability of Societies: assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities (FOCUS ON: Spatial Significance; Geographic Perspective)

### **D. INTERRELATIONSHIPS AND TRENDS**

- D1. Local Tourism: analyse interrelationships between tourism and local human and natural systems (FOCUS ON: Spatial Significance; Interrelationships)

D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism (FOCUS ON: Patterns and Trends; Geographic Perspective)

D3. New Directions: identify evolving trends in travel and tourism, and analyse their implications for future tourism development (FOCUS ON: Patterns and Trends; Interrelationships)

### **E. IMPACTS OF CHANGE: CHALLENGES FOR TRAVEL AND TOURISM**

E1. Environmental Challenges: analyse impacts of environmental conditions and concerns on the tourism industry (FOCUS ON: Interrelationships; Geographic Perspective)

E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples (FOCUS ON: Interrelationships; Geographic Perspective)

E3. Planning for Tourism: analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (FOCUS ON: Spatial Significance; Patterns and Trends)

## ***Course Content***

<b><i>Unit</i></b>	<b><i>Length</i></b>
The Basics of Travel and Tourism	27
Travelling and Touring Responsibly	27
Relationships and Trends	28
Travel and Tourism into the Future	28
<b>Total</b>	110 hours

## ***Unit Descriptions***

### **Unit 1: The Basics of Travel and Tourism**

This introductory unit of the course involves the Spatial Organization: Why, Where, and How We Travel overall expectations and the specific expectations found within the strand. Many factors determine travel, the question of this and how tourism affects what locals provide for the visitors is looked at. The question of why some places are visited and not are also investigated in terms of the perceived values of certain places and other factors. The reasons why certain destinations are chosen as travel destinations from the point of view of both the individual students and people in general will be looked at and will be used to set up the rest of the topics in the course.

## **Unit 2: Travelling and Touring Responsibly**

This unit works with the overall expectations found in the Sustainability, Stewardship, and Tourism strand. The question is of how travelers and tourism can affect a place politically, economically, culturally, socially, and environmentally. Responsible tourism, or respect for the cultural and natural resources of a place that's visited is also a focus. The communities that cater to tourism must be done so in a way that the value and characteristics of the attractions are sustainable and protected with integrity.

## **Unit 3: Travel and Tourism, Relationships and Trends**

Unit 3 of the course involves interrelationships and trends. Focusing on the expectations in the Interrelationships and Trends strand of the course, we will begin with a look at local tourism and what interrelationships are involved in the success of tourism in a focused local area. We will then find out how social, economic, and political trends interrelated with local and wider tourism affects travel in those places. The unit will be rounded out with a look at trends moving forward including changes and adaptations involved with new technologies and other changes.

## **Unit 4: Travel and Tourism into the Future**

The final unit of the course will involve the expectations found in the Impacts of Change: Challenges for Travel and Tourism strand of the Grade 11 Travel and Tourism course. With knowledge obtained from the previous 3 units, we will look at how the ever changing environmental state of the world will affect travel and tourism, and the need to balance visitors to a destination and the integrity of the local population and everything that is valuable to them. Focus will be on indigenous populations in Ontario, Canada, and in the world. A look at the role of international organizations will also be included as well as other factors involved in the balance necessary for travel and tourism to succeed into the future. The expectations in Strand A. Geographic Inquiry and Skill Development will be interwoven into the activities of the 4 units as the Curriculum describes.

## ***Teaching/Learning Strategies***

The course is delivered to students via Internet to computers set up at KIHS classrooms in the communities. Most communication between students and the teacher is done using the Internet connection with the teacher mentor assuming the role as liaison between the course instructor and the student.

The teaching of lessons incorporate the following list of instructional strategies:

- Direct Instruction (online lecture)
- On-line inquiry
- Reading
- Practical Exercise

- Brainstorming
- Research project
- Case study
- Independent study
- GIS - exercise
- Map Interpretation
- Satellite + Aerial Photo
- Statistical Analysis
- Online Presentations
- Predicting

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to the participants. Assessment tools for the course will use the success criteria - these include rubrics, checklists, and exemplars.

## ***Evaluation***

The students' final grade for the course will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)	
<b>Term Work (70%)</b>	Knowledge/ Understanding	Knowledge of content (e.g., facts, terms, definitions). Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies).	13	
	Thinking	Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals) Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias) Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	19	
	Communication	Expression and organization of ideas and information in oral, written, and visual forms Communication for different audiences (e.g., peers, adults) and purposes in oral, written, and visual form Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, written, and visual forms	19	
	Application	Application of knowledge and skills in familiar contexts Transfer of knowledge and skills to new contexts Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multi-disciplinary)	19	
<b>Final Evaluation (30%)</b>	Culminating Activity	During unit 4, students will be working on smaller segments of a basic tourism business plan. The culminating activity will require the students to put these components together into a business proposal for which they will create an on-line promotional pitch to fellow classmates.	K/U	3
			T	4
			C	4
			A	4
	Final Exam	Written on all the work done in the course. Exam total is 100 marks. Students have 150 minutes to the variety of questions (multiple choice, true/false, short answer, essay)	K/U	3
			T	4
			C	4
			A	4
<b>TOTAL</b>			100	

# ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative and summative within the course and within each unit.

Assessment *for* learning and *as* learning is obtained through a variety of means, including the following:

- Teacher observation
- Quizzes
- Personal Communication
- Self-evaluation

Evidence of student achievement (assessment *of* learning) will also be collected from a variety of sources including:

- On-going observations of most consistent work, with consideration given to most recent work.
- Presentations
- Conversations with students to determine if they have met specific and/or overall expectations
- Assignments
- Tests
- Examinations
- Worksheets

## ***Resources***

Barrett, J. (2018, June 25). All-inclusive teepee camps could turn Canadian reserves into tourist destinations, says entrepreneur | CBC News. Retrieved from <https://www.cbc.ca/news/canada/calgary/teepee-camp-reserves-tourist-destination-1.4718547>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010.

“Latest Articles.” Travel and Tourism Research Edition. <http://ttracanada.ca/>.

Pelican Falls First Nations High School (2005). *Birch Bark Wigwam Construction*. Timmins, ON: Ojibway and Cree Cultural

“Pimachiowin Aki World Heritage Site.” Provinces of Ontario and Manitoba. <http://pimachiowinaki.org/>

“Resources.” Canadian Geographic Education. <http://www.cgeducation.ca/resources/>.

“The Atlas of Canada.” Natural Resources Canada. <http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada>.

## ***Program Planning***

This course is being offered to Indigenous students in isolated communities of Northwestern Ontario. The primary method of communication is via the Internet. Students will have direct access at all times to computer technology, communicating with their course teacher online and being mentored by another qualified teacher in each respective community classroom.

The focus of the course is student-centered, and requires students to complete weekly activities in order to progress to each subsequent unit. At all times possible, real-world connections will be made in terms of the tasks and experiences students are asked to complete throughout this course (e.g., while learning mapping techniques, students may be asked to map an outdoor area or the classroom). Any accommodations or modifications that are required throughout this course will be individually addressed as they are made apparent.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.