

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: Salvador Flamenia

Developed by: Simon Kim

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Developed from:

Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 11 and 12: Canadian and World Studies*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: CGC1P/D

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 2021

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 predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process; applying spatial technologies to investigate the impact of the travel industry on natural environments and human communities.

Overall Curriculum Expectations

Geographic Inquiry and Skill Development

- Use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism;
- 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.

Spatial Organization: Why, where, and how we travel

- Analyse patterns of spatial interaction between tourist sources and destinations (Focus on: Spatial Significance, Patterns and Trends)
- Explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (Focus on: Patterns and Trends, Interrelationships)
- Analyse a range of factors that influence tourists' destination choices (Focus on: Spatial Significance, Geographic Perspective)

Sustainability, Stewardship, and Tourism

- Assess impacts of tourism and different modes of travel from a geographic perspective (Focus on: Interrelationships, Geographic Perspective)
- Analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness (Focus on: Interrelationships, Geographic Perspective)
- 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)

Interrelationships and Trends

- Analyse interrelationships between tourism and local human and natural systems (Focus on: Spatial Significance, Interrelationships)
- Assess the impacts of social, economic, and political trends and events on travel and tourism (Focus on: Patterns and Trends, Geographic Perspective)
- Identify evolving trends in travel and tourism, and analyse their implications for future tourism development (Focus on: Patterns and Trends, Interrelationships)

Impacts of Change: Challenges for Travel and Tourism

- Analyse impacts of environmental conditions and concerns on the tourism industry (Focus on: Interrelationships, Geographic Perspective)
- Assess impacts of the travel and tourism industry on local populations and indigenous peoples (Focus on: Interrelationships, Geographic Perspective)
- 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

Unit	Length
1. The Basics of Travel and Tourism	27 hours
2. Travelling and Touring Responsibly	27 hours
3. Relationships and Trends	28 hours

4. Travel and Tourism into the Future	28 hours
Total	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 help determine whether people travel or not and how tourism affects tourist destinations is covered. The question of why some places are visited or not is 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. Students will compare their own understanding and experiences of travelling to a broader definition and explanation. They will also begin to research how their local community is impacted by travel and tourism.

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 places that are visited is also a focus. The communities that cater to tourism must do so in a way that the value and characteristics of the attractions are sustainable and protected with integrity. Students will compare their own understanding of the importance of culture to how the culture within their community is affected both positively and negatively by travel and tourism.

Unit 3 – Travel and Tourism, Relationships and Trends

Focusing on the expectations in the Interrelationships and Trends strand of the course, students will begin with a look at local tourism and what interrelationships are involved in the success of tourism in a focused local area. Students will then learn how social, economic, and political trends are interrelated to local and wider tourism and travel. The unit will be rounded out with a look at trends moving forward including changes and adaptations involved with new technologies. Students will research the effects and impacts of travel, tourism and technology within their home communities.

Unit 3 – 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, students will learn how the ever changing environmental state of the world will affect travel and tourism. Students will learn about the importance of balancing the positive and negative impacts of tourism to the integrity of destination. There is a focus on Indigenous populations in Northern Ontario, Canada, and in the world. Students will learn about the role of international organizations as travel and tourism moves 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

This course is organized into an eight-week series of lessons and activities that are presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Mentors in the classrooms assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies are used in the online delivery of this course. Some instructional strategies include:

- 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 are discussed at the beginning of each assignment and success criteria is provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade 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 (p. 41).

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 (%)
Term Work (70%)	Knowledge/ Understanding	Describe the various ways individuals meet their basic food needs. Explain the benefits of working for pay.	13
	Thinking	Analyse the impact of employment changes on personal finances. Compare the products and services offered by a variety of financial institutions.	19
	Communication	Demonstrate the use of effective techniques for making consumer complaints. Clearly communicate the results of their inquiries.	19
	Application	Evaluate retail shopping opportunities available within their community as sources of basic products and services. Apply appropriate conflict-resolutions skills to resolve interpersonal conflicts.	19

Final Evaluation (30%)	Culminating Activity (15%)	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
	Exam (15%)	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
			TOTAL	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 assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing descriptive feedback
- Self-assessment
- Mentor observations
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work (e.g., evidence of meeting expectations for food safety during set-up for class celebration);
- Conversations with students (e.g., discussion about local tourism)
- Summative unit activities (e.g., creating brochures 'selling' their local community as a tourist destination);
- Culminating activity (e.g., developing a local tourism business plan);
- Exam.

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

Resources

Canadian Geographic. (n.d.). Resources. Retrieved on September 12, 2020, <http://www.cangeoeducation.ca/resources/>

Barrett, J. (2018, June 25). *All-inclusive teepee camps could turn Canadian reserves into tourist destinations, says entrepreneur*. CBC News. Retrieved on September 12, 2020, <https://www.cbc.ca/news/canada/calgary/teepee-camp-reserves-tourist-destination-1.4718547>

Government of Canada. (n.d.) *The atlas of Canada*. Retrieved on September 12, 2020, <https://www.nrcan.gc.ca/maps-tools-and-publications/maps/atlas-canada/10784>

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*. <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario*. Toronto ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2016). *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2013). *The Ontario curriculum, grades 9 to 12, Social sciences and humanities*. Toronto ON: Queen's Printer for Ontario. <http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html>

The first 'mixed' cultural and natural UNESCO World Heritage site in Canada. (n.d.). Pimachiowin Aki. Retrieved on September 12, 2020, <https://pimaki.ca/>

Toulouse, P.R. (2016). What matters in Indigenous Education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner,

with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.