

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Interdisciplinary Studies

Ministry of Education Course Title:

Interdisciplinary Studies Course

Grade Level: 11

Ministry Course Code: IDC30

Teacher's Name: Dylan MacDonell

Developed by: Dylan MacDonell Date: September 2018

Revision Date: September 2018

Developed from:

- Ontario Ministry of Education. (2002), *The Ontario curriculum, Grade 11 and 12, Interdisciplinary Studies*. Toronto ON: Queen's Printer for Ontario
- Ontario Ministry of Education. (2015), *The Ontario curriculum, Grade 11 and 12, Canadian and World Studies*. Toronto ON: Queen's Printer for Ontario
- Ontario Ministry of Education. (2015). *The Ontario curriculum, grades 9 to 12, Health and Physical Education*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: CGC1D/1P

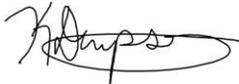
Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)

Approval Date: September 11, 2018



Course Description/Rationale

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes from the geographic inquiry and research how the travel and tourism industry, as well as the outdoor activities they encompass, effect the environment around them. Students will investigate unique environmental, sociocultural, economic, and political characteristics that could impact tourism in their community. They will use skills/knowledge revolving around outdoor education to examine its place within local tourism industries and use this information to research the pros and cons surrounding them. Using all this information, students will predict and analyze all information surrounding this.

This course combines theory and curriculum from Travel and Tourism: A Geographic Perspective (CGG30), and Healthy Living and Outdoor Activities (PAD20). Students will gain practical experience through promoting healthy living, incorporating a number of outdoor activities that are specific to their community, examining how travel and tourism has an effect on the environment around them, and using spatial analysis tools to look at the impact the travel industry has on the environment and human communities.

Overall Curriculum Expectations

IDC30

A. THEORY AND FOUNDATION

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.

B. PROCESSES AND METHODS OF RESEARCH

- be able to plan for research, using a variety of strategies and technologies;
- be able to access appropriate resources, using a variety of research strategies and technologies;
- be able to process information, using a variety of research strategies and technologies;

- be able to assess and extend their research skills to present their findings and solve problems.

C. IMPLEMENTATION, EVALUATION, IMPACTS, AND CONSEQUENCES

- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe ways in which interdisciplinary skills relate to personal development and careers.
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PAD20

A. ACTIVE LIVING

A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that can influence and support their participation in physical activity now and throughout their lives;

A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

B. MOVEMENT COMPETENCIES: SKILLS, CONCEPTS, AND STRATEGIES

B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

C. HEALTHY LIVING

C1. demonstrate an understanding of factors that contribute to healthy development;

C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;

CGG30

B. IMPACTS OF CHANGE: CHALLENGES FOR TRAVEL AND TOURISM

B1. Spatial Interaction: analyse patterns of spatial interaction between tourist sources and destinations (FOCUS ON: Spatial Significance; Patterns and Trends)

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)

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

<i>Unit</i>	<i>Length</i>
The Basics of Travel and Tourism: Potential for it in a Local Sphere of Influence	27
Travelling and Touring Responsibly: Community Impacts and Local/Tourist Responsibility	27
Travel and Tourism: Relationships/Trends Among Tourists and Local Community	28
Travel and Tourism into the Local Future	28
Total	110 hours

Unit Descriptions

Unit 1: The Basics of Travel and Tourism: Potential for it in a Local Sphere of Influence

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 strands. Many factors determine travel, the question of this and how tourism affects what locals provide for the visitors are 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: Community Impacts and Local/Tourist Responsibility

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. Students will analyze how tourism will affect their community and how they, as stewards of their community, will be able to impart and uphold the culture/practices of their community with respect to tourism.

Unit 3: Travel and Tourism: Relationships/Trends Among Tourists and Local Community

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 their community. We will then find out how social, economic, and political trends within their community and abroad interrelated with local tourism and travel to their community. The unit will be rounded out with a look at trends moving forward, with regards to technology and travel changes.

Unit 4: Travel and Tourism into the Local Future

With knowledge obtained from the previous 3 units, we will look at how the ever changing environmental state of the student's communities 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, specifically with regards to the community that the student resides in. A look at the balance necessary for travel and tourism to succeed into the future will also be looked at.

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 land based learning lead will also take a role in student learning by taking kids out onto the land, as well as providing online instruction through the PAD2O expectations, so that they may develop knowledge around potential

tourism activities.

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

- Direct Instruction (online and in-person 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
- Land based activities

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 (%)	
Term Work (70%)	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	
Final Evaluation (30%)	Culminating Activity	During unit 4, students will be working on smaller segments of a basic tourism business plan, involving local tourism. The culminating activity will require the students to put these components together into a business proposal around local tourism 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
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 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

Bondar, R. (2007). *Shaping our schools, shaping our future: environmental education in Ontario schools: report of the Working Group on Environmental Education*. Toronto, Ont.: Queens Printer for Ontario.

Gilbertson, K. (2006). *Outdoor education: methods and strategies*. Champaign, IL: Human Kinetics.

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

Kainai Board of Education. (2005). *Aboriginal Studies 10: Aboriginal Perspectives*. Toronto ON: Duval House Publishing

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

Ojibway and Cree Cultural Centre (1997, Revised 2002). *Trees, Plants and Their Uses*. Timmins, ON: Ojibway and Cree Cultural

Ojibway and Cree Cultural Centre (1997, Revised 2002). *Curing Moosehide*. Timmins, ON: Ojibway and Cree Cultural

Ontario Ministry of Education. (n.d.). Environmental Education. Retrieved from <http://www.edu.gov.on.ca/eng/teachers/enviroed/publications.html>

Ontario Ministry of Education. (2017). *The Ontario curriculum Environmental Education, Grades 9-12. Scope and sequence of expectations*. Queen's Printer: Ontario.

Pelican Falls First Nations High School (2004). *Northern Ojibway Style Birch Bark Canoe Building*. Timmins, ON: Ojibway and Cree Cultural

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

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

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

Truth and Reconciliation Commission. (2015). *Canada's Residential Schools: The History Part 1 and Part 2*. Kingston, ON: McGill-Queen's University Press

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. The secondary method is through face to face interactions through the classroom mentor and land based learning lead. 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 go outside and 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 and further student ownership/"buy in" with course content. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.