

**Forest Hill Collegiate Institute**  
**Course of Study and Evaluation Statement**

**Travel and Tourism: A Regional Geographic Perspective, Grade 11: Open**

**Note 1:** All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

**Note 2:** Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010.  
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

**1. Course Details**

- Program Area: Canadian and World Studies
- Course title: Travel and Tourism: A Geographic Perspective, (CGG3O) Credit Value 1.0
- Prerequisites: Geography of Canada, Grade 9, Academic or Applied

**2. Overall Goals**

- 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.

**Overall Expectations** in the areas of; Geographic Inquiry and Skill Development; Spatial Organization: Why, Where, and How We Travel; Sustainability, Stewardship, and Tourism; Interrelationships and Trends; Impacts of Change; Challenges for Travel and Tourism. By the end of the course, students will:

**In 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.

**In Spatial Organization: Why Where, and How We Travel**

- analyse patterns of spatial interaction between tourist sources and destinations;
- explain Interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations
- analyse a range of factors that influence tourists' destination choices

**In Sustainability, Stewardship, and Tourism**

- assess Impacts of tourism and different modes of travel from a geographic perspective
- analyse strategies for the protection of natural and cultural resources that are essentially to tourism and assess their effectiveness
- 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

**In Interrelationships and Trends**

- analyse Interrelationships between tourism and local human and natural systems
- assess the Impacts of social, economic, and political trends and events on travel and tourism
- identify evolving trends in travel and tourism, and analyse their implications for future tourism development

**In Impacts of Change: Challenges for Travel and Tourism**

- analyse Impacts of environmental conditions and concerns on the tourism industry
- assess Impacts of the travel and tourism industry on local populations and indigenous peoples

- analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism

• **Specific Curriculum Expectations**

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/2015CWS11and12.pdf>

Course content:

UNIT	GENERAL TOPIC	APPROX. TIME
Unit 1	Travel and Tourism: an introduction	15 hours
Unit 2	Economic effects	20 hours
Unit 3	The influence of culture	20 hours
Unit 4	Environmental effects	20 hours
Unit 5	A dynamic industry	20 hours
Culminating Activity	Travel Analysis: a case study	15 hours

**3. Program Planning Considerations**

- *Individual Education Plan:* Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL):* Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education:* Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

**4. Learning Skills**

*Learning Skills* are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization Independent Work, Collaboration, Initiative, and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

**5. Academic Honesty: Cheating and Plagiarism**

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

## 6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

## 7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used:

Problem Solving	Report Writing	Cooperative Learning	Graphic Organizers
Oral Presentation	Graphing	Work & Task Sheets	Research
Information Analysis	Mapping	Tests	Quizzes

## 8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
25	25	25	25

## 9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or

incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

Approximate Time	Units & Topics	Classwork, Homework & Evaluations
February	Unit 1: Travel & Tourism, an introduction Understanding regions	World maps, world regions, introduction to travel issues
February	Unit 1: Travel & Tourism, an introduction Skill building	Grids, scales, time zones, quiz
February/ March	Unit 2: Economic Effects Case studies – the Caribbean, the Big Cities	Analyzing economic indicators, pros & cons of tourism (developed vs. developing regions), graphing, quiz & test
March/April	Unit 3: The Influence of Culture Rural vs. urban travel, case studies – China, Australia	Analyzing cultural indicators, use of thematic maps, graphic organizers, presentation, quiz & test
April/May	Unit 4: Environmental Effects The environmental impact of travel & tourism, case studies – Brazil, African Savannah	Understanding the environment, analyzing environmental indicators, flow charts, quiz & test
May	Unit 5: A Dynamic Industry Changes in travel, ecotourism, case studies – Costa Rica, Canada	Following industry trends, article analysis, written report, quiz & test
May/June	Culminating Work	Travel analysis: a case study

### 10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester

Approximate Date	Type of Culminating Activity
January	Skill based assignment – Case Study: Analyzing a region 30%

### 11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will likely change when the students' entire work is evaluated by the end of the course.

### 12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% term mark and the 30% culminating activity mark.

### 13. Teacher-Specific Information

Teacher: Mr. Ketchum  
416-393-1860 ext. 20075  
edward.ketchum@tdsb.on.ca

Extra Help: Available in the morning – Please speak with the teacher the day before to arrange a convenient time

Marks: Available upon request