

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 *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2005*, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: Canadian and World Studies
- Course title: Travel and Tourism: A Regional Geographic Perspective, (CGG30) Credit Value 1.0
- Prerequisites: Geography of Canada, Grade 9, Academic or Applied
- Textbook and materials that are essential to the course: *Travel Quest: Travel and Tourism in the 21st C.*
By: Cartwright, Pierce, Wilkie

2. Overall Goals

- Course Description:
This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.
- Overall Expectations in the areas of Geographic Foundations: Space and Systems; Human-Environment Interactions; Global Connections; Understanding and Managing Change; and Methods of Geographic Inquiry and Communication. By the end of the course, students will:
 - in Geographic Foundations: Space and Systems:
 - * explain themes and concepts related to regional geography, including region, pattern, movement, and interaction;
 - * evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
 - * analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
 - * explain the characteristics of the travel and tourism industry from a geographic perspective.
 - in Human-Environment Interactions:
 - * explain how environmental factors affect patterns of travel and tourism;
 - * analyse the impact of different types of travel and tourism on the natural environment;
 - * evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.
 - in Global Connections:
 - * describe global patterns of travel and tourism and the factors that influence them;
 - * explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
 - * compare the characteristics of selected tourist regions of the world.
 - in Understanding and Managing Change
 - * explain how changes and trends in society have an impact on travel and tourism patterns;
 - * analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;

- * evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.
 - in Methods of Geographic Inquiry and Communication
 - * use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
 - * analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
 - * communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.
 - 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/canworld1112curr.pdf>

Course content:

UNIT	GENERAL TOPIC	APPROX. TIME
Unit 1	Travel and Tourism: an introduction	10 hours
Unit 2	Economic effects	25 hours
Unit 3	The influence of culture	25 hours
Unit 4	Environmental effects	25 hours
Unit 5	A dynamic industry	25 hours
Culminating Activity	Travel Analysis: a case study	12 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: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative. Teachers report achievement on the five 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
September	Unit 1: Travel & Tourism, an introduction Understanding regions	World maps, world regions, introduction to travel issues
September	Unit 1: Travel & Tourism, an introduction Skill building	Grids, scales, time zones, quiz
September/ October	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
October	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
November	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
November/ December	Unit 5: A Dynamic Industry Changes in travel, ecotourism, case studies – Costa Rica, Canada	Following industry trends, article analysis, written report, quiz & test
January	Culminating Work	Travel analysis: a case study, exam

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: 416-393-1860 ext. 20075

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

Marks: Available upon request