



**DR. G. W. WILLIAMS SECONDARY SCHOOL  
(York Region District School Board)**



## **GEOGRAPHY DEPARTMENT**

**Subject Head: Mrs. L. Mulrine-Gorman**

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**Ministry of Education Curriculum Document: *Canadian and World Studies, 2005***

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### **GRADE 11: TRAVEL AND TOURISM – A REGIONAL GEOGRAPHIC PERSPECTIVE (Open)**

**Teacher: Mr. K. Broughton**

**Course Code: CGG301**

**Credit Value: 1 credit**

**Prerequisites: CGC1P1 or CGC1D1**

Courseware developed by Mrs. L. Mulrine-Gorman, Ms. L. Percy, and Ms. S. Vaillant (2005-2007)

Course reviewed by Mrs. L. Mulrine-Gorman and Ms. L. Percy (2011)

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### **DESCRIPTION OF THE COURSE**

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of 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.

#### **Throughout this course, students will...**

- 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;
- 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;
- 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;
- 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;
- 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.

### UNITS OF STUDY

- UNIT 1:** Understanding Travel and Tourism
- UNIT 2:** Tourism and the Economy
- UNIT 3:** Tourism and Culture
- UNIT 4:** Tourism and the Environment
- UNIT 5:** Planning for the Future of Travel and Tourism
- UNIT 6:** Culminating Activity



### INSTRUCTIONAL STRATEGIES

- Mapping Skills (i.e., How to read and create maps)
- Technological Literacy (i.e., Internet Research, Power Point Presentations)
- Career Exploration (i.e., Geo-Jobs)
- Cooperative Learning (i.e., Placemats, Jigsaws, Debate, Oral Presentations)
- Note-Taking Skills
- Media Analysis (i.e., Videos, Travel Advertisements, Editorial Cartoons)
- Numeracy (i.e., Averages, Graphing, Statistics)
- Connecting Ideas and Concepts (i.e., Mind Mapping, Flow Charts, Cause and Effect)
- Authentic Tasks (i.e., Creating a Passport, Planning a Vacation)
- Environmental Literacy (i.e., Eco-Tourism, Sustainable Travel)
- Future Travel – Making Predictions (i.e., Medical Travel, New Frontiers)

### ASSESSMENT AND EVALUATION

<b>Knowledge and Understanding</b>	<b>17.5%</b>
<b>Thinking</b>	<b>17.5%</b>
<b>Communication</b>	<b>17.5%</b>
<b>Application</b>	<b>17.5%</b>
<b>Independent Study</b>	<b>15%</b>
<b>Final Exam</b>	<b>15%</b>



- In establishing a final grade for the report card, 70% of the overall grade will be determined by assessment information that has been recorded throughout the semester.
- Learning skills will be monitored and recorded and could influence student performance. As such, it is important for students to maintain good work habits and organizational skills.
- Please review the attached Learning Skills chart to see the criteria for each skill.

**LEARNING SKILLS AND WORK HABITS (Behaviours/Descriptors from *Growing Success*, 2010)**

Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
<ul style="list-style-type: none"> <li>completes and submits class work, homework, and assignments according to agreed-upon timelines</li> <li>takes responsibility for and manages own behaviour</li> </ul>	<ul style="list-style-type: none"> <li>devises and follows a plan and process for completing work and tasks</li> <li>establishes priorities and manages time to complete tasks and achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>uses class time appropriately to complete tasks</li> <li>follows instructions with minimal supervision</li> </ul>	<ul style="list-style-type: none"> <li>responds positively to the ideas, opinions, values, and traditions of others</li> <li>shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the capacity for innovation and a willingness to take risks</li> <li>demonstrates curiosity and interest in learning</li> </ul>	<ul style="list-style-type: none"> <li>sets own individual goals and monitors progress towards achieving them</li> <li>seeks clarification or assistance when needed</li> </ul>

- Late assignments will be accepted for assessment and evaluation up to the final deadline in each unit of study. Student work accepted after the final deadline, will be used to provide student feedback to the student **but will not** earn a grade value. Students may receive a Completion Contract to monitor outstanding work.
- Students are required to demonstrate completion of the required expectations through course work throughout the semester. Failure to demonstrate completion of expectations may result in a zero marking for reporting periods.
- The following conversion chart shows how the four levels of achievement are aligned with percentage marks:

Achievement Level	Percentage Mark Range	Achievement Level	Percentage Mark Range
4+	95-100	2+	67-69
4	87-94	2	63-66
4-	80-86	2-	60-62
3+	77-79	1+	57-59
3	73-76	1	53-56
3-	70-72	1-	50-52

The final summative assessment is valued at 30% and occurs toward the end of the course. This assessment consists of a combination of an exam and an ISU research project. *“There will be no exemptions from the final evaluation”* (Guide to the Provincial Report Card, Grades 9-12, 1999, page 9). Therefore, all students are required to participate in a final summative assessment. If a student misses or does not complete the final summative assessment(s), a zero may be assigned for the portion(s) missed and this will be used in determination of the final grade.

**COURSE RESOURCES**

- Travel Quest** (2001) by Fraser Cartwright, Gerry Pierce and Randy Wilkie
- Oxford School Atlas** Edited by Quentin Stanford

Please arrive for class each day prepared with the following items:

- your textbook and notebook/binder
- pen(s) and pencils
- black felt tip pen (for mapping)
- eraser, ruler, and pencil crayons
- a calculator

Items (b) – (e) are recommended, not required.

Please Note: Calculators cannot be shared during quizzes, tests, or the final exam.

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## **CLASS EXPECTATIONS**

- It is important to be on time. Persistent lates will result in a phone call home and/or referral to the office.
  - **RESPECT** is the key word. Be respectful to the teacher and to other students in the class.
  - Be polite. One speaker at a time, and please raise your hand when you want to speak.
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## **ATTENDANCE**

- If you know in advance that you will be away for a test or an assignment, please talk to your teacher in advance and make alternate arrangements.
  - If you are absent for any reason, you are responsible for all missed work. Have a friend get copies of handouts and complete with your friend's help. If you do not understand the work, see the teacher to get assistance.
  - If there is a quiz or test the day you are absent, you are expected to write the quiz or test within 48 hours (**outside of class time**).
  - Skipping classes will result in referral to the office and a phone call home.
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## **QUESTIONS, COMMENTS, EXTRA HELP**

If you have any questions or comments regarding materials covered in class or in an assignment, please see your teacher. Your teacher will be available for extra help before and after school or at lunch if arrangements are made. If you wish to see him/her, let him/her know in advance, or you can come by the Geography Department Office.



If you are having problems with the course material, it is important that we address them right away so that you can get the most out of the course.

### **Accessing Course Outlines and Curriculum Policy Documents:**

1. School Website: <http://www.drqwilliams.ss.yrdsb.edu.on.ca/>
  2. Ontario Ministry of Education: <http://www.edu.gov.on.ca/>
  3. Print Resource: Canadian and World Studies, Grades 11 and 12, 2005, Ontario Ministry of Education
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