

	<b>Ontario Ministry of Education</b> <a href="http://www.edu.gov.on.ca/eng/">www.edu.gov.on.ca/eng/</a>		<b>Toronto District School Board</b> <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>		<b>R.H. KING ACADEMY</b> <a href="http://schools.tdsb.on.ca/rhking/">http://schools.tdsb.on.ca/rhking/</a>
<b>COURSE OF STUDY OUTLINE</b>					
<b>Department</b>	<i>Geography</i>	<b>Course Type</b>	<i>Open</i>		
<b>Teacher</b>	<i>S. Schillaci</i>	<b>Grade</b>	<i>11</i>		
<b>Course Title</b>	<i>Travel and Tourism</i>	<b>Credit Value</b>	<i>One</i>		
<b>Course Code</b>	<i>CGG30</i>	<b>Prerequisites</b>	<i>N/A</i>		
<b>Ministry Document</b>	<p>The Ontario Curriculum.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf</a></p> <p>Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities, Ontario Ministry of Education, 2015.</p> <p><a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf">http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf</a></p>				
<b>Learning Resources</b>	<p>Cartwright, F. et al. 2001. <i>Travel Quest: Travel and Tourism in the 21<sup>st</sup> Century</i>. Don Mills: Oxford University Press. <i>Replacement cost: \$75</i></p>				

**Please Note:**

At RH King one of our unique features is a focus on ISUs, or Independent study Units. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is "independent", teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

## CGG 30 Regional Geography: Travel and Tourism



### Course Details

Board: Toronto District School Board School: R.H. King Academy  
Policy Document: Ontario Curriculum Grades 11 and 12, Social Sciences and Humanities, Ontario Ministry of Education, 2000.  
Class Text: Cartwright, F. et al. 2001. Travel Quest: Travel and Tourism in the 21<sup>st</sup> Century. Don Mills: Oxford University Press. Replacement cost: \$75

### Overall Goals:

This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. During this Travel and Tourism course students will be using regional geography techniques to investigate many different regions found around the world. Students will also take a careful look at the tourism industry and many of the issues and trends that are related to travel. Students develop understanding and appreciation of the ways in which the natural environments, economies, cultures, and other aspects of world regions interact. Students learn to identify the benefits of travel while minimizing cultural and economic conflicts in order to achieve sustainable natural and human systems. Past and present patterns and trends are analysed in order to make predictions about the opportunities and possibilities for future travel and tourism. Students gain valuable skills, including the analysis of controversial issues and the use of geotechnologies to organize and synthesize information gathered from regional studies. The sections of the course are as follows:

Unit	Topic	Description	Length of Unit
1	Understanding Travel and Tourism	What is travel and tourism? Why do people travel? Overview of regions.	2 weeks
2	Regional Analysis 1	Examination of the geography, culture, tourist attractions and social aspects of the region chosen by the students.	3 weeks
3	The Tourism Industry	What are the components of the Tourism Industry? How can one get a job in the industry?	2 weeks
4	Regional Analysis 2	Examination of the geography, culture, tourist attractions and social aspects of the region chosen by the students.	3 weeks
5	The Impact of Tourism	How does tourism affect the world? An examination of environmental impacts, eco-tourism.	2 weeks
6	Regional Analysis 3	Examination of the geography, culture, tourist attractions and social aspects of the region chosen by the students.	3 weeks
7	The Future of Travel	What is going to happen in future to the travel industry? Demographic shifts, the influence of resource depletion, travel to space, and other current issues are examined	1 week

### Learning Skills:

Throughout the course students will be using a variety of learning strategies including:

- Map work
- Discussions
- Debates
- Cooperative work
- Reflections
- Textbook work
- Independent study
- Research assignments
- Presentations
- Data analysis
- Geotechnology: GIS (including Google Earth), GPS, air photos, etc.
- Video
- Field Work

The major focus of this course will be on providing the student with a variety of organizational research and communication skills. This will allow the student to be an independent learner. By the end of this course the student will...

- ...have a greater understanding of the diversity of the earth.
- ...be knowledgeable about the travel industry
- ...be able to investigate a region and plan a trip there
- ...understand the factors of the development of regions
- ...appreciate the difficulties involved in planning.

Success in this course is dependent upon good attendance and work ethics. Students are responsible for any classes and work missed. Assignments must be handed in on time and completed to the best of the students' abilities.

### Teaching/Assessment and Evaluation Strategies:

The content of this course will be delivered using a number of strategies to address the needs of different learners. This will include, but not be limited to, lecture, book readings, discussions, debates, group learning strategies, and media presentations. Evaluation of this course will come from regular tests and quizzes, written responses, group and pair presentations, homework, class participation, culminating activities and a formal examination at the end of the course. These methods of evaluation will be based on the assessment procedures given on the next page:

<i>Course Work:</i>	<i>Knowledge and Understanding</i>	<i>20%</i>
	<i>Thinking/Inquiry</i>	<i>20%</i>
	<i>Communication</i>	<i>15%</i>
	<i>Application</i>	<i>15%</i>
<i>Culminating Activities:</i>	<i>ISU</i>	<i>10%</i>
	<i>Exam</i>	<i>20%</i>
<i>Total</i>		<i>100%</i>

### **Achievement Chart:**

The accompanying achievement chart breaks down the course work by unit, and task. All assignments are not listed, but instead the chart focuses on the major assignments of each unit. Use this to plan future assignments and to calculate the student achievements.

### **30% Final Evaluations**

<b>Task</b>	<b>Achievement Chart Focus</b>	<b>Weighting</b>
Independent Study Unit	K/U, T/I, C, A	10%
Final Exam	K/U, T/I, C, A	20%

### **70% Course Work**

<b>Task</b>	<b>Achievement Chart Focus</b>
What's Happening?	K/U, T/I, C, A
Where have you been?	K/U, T/I, C
Mapping	A, C
Debate	K/U, T/I, C, A
Resort Development	K/U, T/I, C, A
Creating a National Park	K/U, T/I, C, A
Developing Country Oral Report	K/U, T/I, C, A
Unit Tests	K/U, T/I, C, A

### **Geography Evaluation Policy**

- All assignments should be submitted by the deadline. Once the teacher has marked an assignment and handed it back to the class, no more will be accepted for marking.
- If known beforehand that a test must be missed, please arrange with the teacher for a new time to write a test, preferably close to the slotted time of the test.
- If you unexpectedly had to miss a test, it can only be made up if presented with an adequate reason and proof (e.g. doctor's note).
- Having a teacher sign your athletic team form at the start of the season does not qualify as advanced notice. Speak to the teacher about each missed class prior to the game/practice scheduled.
- Marks will be made available to students at significant points throughout the semester (end of units, mid terms, etc.). Students are expected to make clinic appointments with their teachers whenever they feel they are in need of extra help. Students who are at risk of failing will be made an Individual Promotion Plan (IPP) in collaboration with the teacher. They must follow it if they want to be successful.
- Culminating activities and exams may only be missed with a doctor's note.
- Plagiarized work will receive 0% and it will be reported on the student's record.
- In order to perform well in class, students need good attendance and work skills. Students are expected to:
  - ✓ Attend every class in proper uniform
  - ✓ Come to class prepared with all necessary materials
  - ✓ Complete daily review of the day's learning and all assigned homework
  - ✓ Be responsible for any work missed (e.g. ask a classmate, catch up on reading, collect handouts)
  - ✓ Hand in work on time
  - ✓ Respect the classroom and the people in it

**Class Website:** Access through Academic Workspace: <http://aw.tdsb.on.ca>

### **Classroom Requirements**

Textbook: Travel Quest (replacement cost is \$75)  
 Course Fee: Field trip costs, as they arise.  
 Other: 3-ring binder with paper, pen, pencil, black thin tip pen, pencil crayons, calculator, ruler.

**Communication**

Should students have any problems they, or their guardians, should feel free to contact the teacher. Your teacher is available through the following means:

Phone: (416) 396-5550 x20075  
Office: D66  
E-mail: [scott.schillaci@tdsb.on.ca](mailto:scott.schillaci@tdsb.on.ca)