

**Guelph Collegiate Vocational Institute  
Upper Grand District School Board**

Course Outline



**Department: Geography**

**Course Title: Travel & Tourism: A  
Geographic Perspective**

**Course Type: Open**

**Grade: 11**

**Course Code: CGG30**

**Credit Value: 1.0**

**Department Head: Joanne Robb**

**Teachers: Ivy Holt**

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**Date of Development: January 2016**

**Curriculum Document:** (copy subject-specific document from secondary curriculum website <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html>)

**Course Prerequisites/Corequisites:**  
**Issues in Canadian Geography, Grade 9,  
Academic or Applied**

**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.

## Term Work (70% of the final mark)

### Unit Title, Big Ideas, and Unit Culminating Tasks

#### 1. Geographic Inquiry and Skill Development – throughout semester

##### **Summative Tasks:**

- Digital Map Creation:Google Maps, ArcGIS 10%
- Current Events Journal 10%

##### **Big Ideas:**

- To use the geographic inquiry process to investigate geographic issues involving travel and tourism.
- To apply spatial skills to everyday situations and identify how these skills could be applied in the workplace

#### 2. Spatial Organization: Why, Where and How We Travel

##### **Summative Tasks:**

- Bucket List Trip 10%
- Travel Advisory Poster 5%

##### **Big Ideas:**

- Many factors determine where, when, and how people travel
- Tourism influences the services and attractions available at a location
- Many factors influence a person's destination choices (ie political, economic etc)

#### 3. Sustainability, Stewardship and Tourism

##### **Summative Tasks:**

- Habitat in the Balance Debate 10%
- Unit Test 10%

##### **Big Ideas:**

- Tourism can effect a community in many ways (politically, economically, culturally, environmentally and socially)
- It is important to protect and act responsibly towards the world's natural and cultural resources
- Tourists have a responsibility to support the social and cultural sustainability of destination communities

#### 4. Interrelationships and Trends

##### **Summative Tasks:**

Unit Test 10%

##### **Big Ideas:**

- The unique characteristics of a place affect the type of tourist activity that is available
- The tourism industry is constantly adapting to new technology and to changing economic and political realities
- The tourism industry will need to continue to change and adapt

5. Impacts of Change: Challenges for Travel and Tourism

**Summative Tasks:**

- Inquiry Process 5%

**Big Ideas:**

- Natural process and events have an impact on the tourism industry
- Tourism has economic, political, social and cultural effects on local populations
- In order for tourism in an area to work, all parties involved need to work and plan together

**Culminating Tasks/Exams (30% or the final mark)**

**Course Culminating Task/Exams and Description**

**Final Culminating Task 15%**

Students will work in groups but be responsible for individual tasks to create a Tourism Business Proposal to meet a future need or manage a current challenge facing the tourism industry. Students will only be evaluated based on their individual task.

**Final Exam 15%**

Student will write an exam that will encompass all units of study for this course.

Based on the range of students' learning needs, a selection from the strategies listed below may be utilized. Refer to [list of teaching and assessment strategies](#).

**Teaching Strategies:**

- A wide variety of teaching strategies are used but not limited to field studies, Promethean software, GPS, photo analysis, debate, geographic inquiry process, digital mapping, computer simulations, discussion, group work, reading text, brainstorming, visuals

**Assessment and evaluation strategies:**

- Diagnostic – quizzes, discussion, ticket out the door, observation
- Formative – quizzes, observation, written feedback
- Summative – see above unit outlines

**Textbooks/Learning Resource Materials (align with Policy 603)**

- Newspaper articles
- Chromebooks for online research
- Learn 360 videos
- Textbook: Travel Quest
- Mapping Software: My Maps, Arc GIS

**Fees for Learning Materials/Activities**

<b>Learning Materials/Activities</b>	<b>Cost</b>
Pens, Pencils, Markers, Paper, Ruler	
Local Area Field Trip	\$10-30 TBD
UG Cloud Software	

Please refer to the [GCVI Student Handbook](#) for our school policies on:

- academic integrity
- late and missed assignments