Travel and Tourism: A Geographic Perspective (CGG3O)
1.0 Credit | Grade 11, Open
Course Outline

Instructors at WorldStrides
Leigh Bartenstein, M.Ed.; Erin Blair, M.A.; Randi Chapman, M.T.; Kelly Enders, M.Ed.;
Denise Gammon, M.A.; Vanessa Janes, M.A., M.A.T.; Charmaine Morgan-Pullin, M.B.A., M.Ed.;
Kiersten Teitelbaum, M.Ed., Ed.S.; Carrie Weber, M.Ed.

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.

Course Expectations
Based on the design and structure of this course, Travel and Tourism: A Geographic Perspective (CGG3O) is recommended for students who will be travelling in high school (9-12) and who are looking to supplement the courses they may take at their high school(s). The enrichment nature of the course assumes that students have had (or are currently enrolled in) Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (CGC1P), and have had ample practice writing essays.

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Students are required to log in at least five times per unit and/or twice per week in accordance with attendance requirements. Successful completion will reflect steady work and the application of instructor feedback.

Course Prerequisites
Issues in Canadian Geography, Grade 9, Academic (CGC1D) or Applied (CGC1P)

Course Materials
Online access to learning management system
Word processing program
PowerPoint or Google Slides
Adobe Acrobat Reader
Adobe Spark
Macromedia Flash Player 9+
JavaScript

Course Objectives
Travel and Tourism: A Geographic Perspective CGG3O is based on Canadian and World Studies (Revised), The Ontario Curriculum, Grades 11 and 12, Ministry of Education, 2015 and Course Profile. It is comprised of six units with corresponding lessons and assignments. The first five units are term work; the final unit contains the culminating assessments.

Each course assignment is aligned with specific Canadian and World Studies standards and it is organized to demonstrate mastery across course curriculum.

Course Unit Overviews
Unit 1: What is Travel and Tourism?
> Essential Questions: What considerations generally inform the travel tourism industry in Canada? In what ways do societal factors influence travel tourism and decisions made by informed Canadians?

Unit 2: Tourism and the Economy
> Essential Questions: What is the role of the economy and the government on travel? How are particular Canadian considerations reflected within the industry?

Unit 3: Tourism and Culture
> Essential Questions: What organizations are perceived by Canadians to be the leaders in culturally-based travel and what roles do those organizations play in various local and global events? What is the relationship between local culture and the tourist industry?

Unit 4: Tourism and the Environment
> Essential Questions: What is the impact of tourism on the physical, natural environment of various destinations? What is ecotourism and how can Canadian travellers be educated about ethical travel, stewardship and protected spaces?

Unit 5: Planning for the Future of Travel and Tourism
> Essential Questions: How are distinctive strands of tourism contributing to the overall industry throughout Canada? What are the emerging trends in travel and how are niche interests of Canadians reflected in new opportunities? How might a new program establish presence within the future marketplace?

Unit 6: Final Course Culminating Activity
> Essential Questions: How does knowledge of the travel tourism industry inform program development, operational development, and field experience development for Canadian travellers? In what ways are visual representations of travel tourism effective for external communication? How is an experiential learning program reflected in a Canadian student's understanding of travel and tourism?

Course Content

Unit	Length (hours)
Unit 1: What is Travel and Tourism	20
Unit 2: Tourism and the Economy	20
Unit 3: Tourism and Culture	20
Unit 4: Tourism and the Environment	20
Unit 5: Planning for the Future of Travel and Tourism	20
Unit 6: Final Course Culminating Activity	10
TOTAL	**110**

Course Overall Expectations
The course has five strands. Instruction and learning related to the expectations in Strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated throughout the course.

A. Geographic Inquiry and Skill Development

A1. Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism

A2. Developing Transferable Skills: 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

B. Spatial Organizations: Where, Why, and How We Travel

B1. Spatial Interaction: analyse patterns of spatial interaction between tourist sources and destinations

B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations

B3. Choice of Destination: analyse a range of factors that influence tourists' destination choices

C. Sustainability, Stewardship, and Tourism

C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective

C2. Sustainable Tourism and Stewardship: analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness

C3. Stewardship and the Sustainability of Societies: 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

D. Interrelationships and Trends: Tourism Patterns and Evolution

D1. Local Tourism: analyse interrelationships between tourism and local human and natural systems

D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism

D3. New Directions: identify evolving trends in travel and tourism, and analyse their implications for future tourism development

E. Impacts of Change: Challenges for Travel and Tourism

E1. Environmental Challenges: analyse impacts of environmental conditions and concerns on the tourism industry

E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples

E3. Planning for Tourism: analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism

Teaching and Learning Strategies
The teaching of lessons incorporates the following list of teaching approaches:

Reading	Online inquiry	Research project	Presentations
Practical exercise	Structured discussion	Independent study	Conferences
Case studies	Brainstorming	Statistical analysis	Authentic assessment
Visual design/communication			

Assessment and Evaluation

We align our policies and practices for the assessment, evaluation, and reporting of achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools to *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). The 30 percent of the student's final grade is based on the culminating task, is comprised of the process and task completed during the final unit. Seventy percent of the student's final grade is based on the summative assignments completed during the course. Rubrics for each summative task, based on the achievement charts for Canadian and World Studies, are found on the assignment pages for each activity. Other assignments are diagnostic or formative in nature and should receive teacher feedback. Completion of formative tasks are also to be considered when assessing learning skills.

We strive to maintain an understanding and supportive online classroom environment. Continuous communication with the teacher to accommodate students' needs or address challenges will ensure students can be successful in this course. By working together, students and teachers can uncover the reasons for incomplete or poorly completed work.

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of the Achievement Chart. Sources of assessment include the triangulation of product, conversation, and observation. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, quizzes, teacher-student conferences and communication, and discussion boards. Unless otherwise indicated, all assignments will be submitted by uploading them to the learning management system for that assignment.

As required by the Ministry of Education, students will be assessed in the four areas of the achievement chart. The chart below provides suggested percentages for each category.

Assessment Category	Percentage
Knowledge and Understanding	25%
Thinking	25%
Communication	25%
Application	25%

At the end of every unit, students will participate in a conference (phone and/or video) with the teachers. Students will be assessed on baseline understanding of unit content, with particular focus on their knowledge and understanding, thinking, communication, and application skills. Conference records are maintained by the teacher.

Final Grade

The final grade will be determined as follows (in accordance with the Canadian Ministry of Education standards):

Term Work: Evaluations conducted throughout the course	70%
Summative Evaluation: A final evaluation in the form of culminating tasks	30%

Learning Skills (Behaviours/Descriptors from *Growing Success*, 2010)
Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. The following Learning Skills rubric can be used when assessing Learning Skills and are separate from numerical grades earned. End-of-unit conferences will address the criteria outlined in this rubric.

Criteria	Needs Improvement	Satisfactory	Good	Excellent
Responsibility Fulfills responsibilities and commitments within the e-learning environment Completes and submits class work, homework, and assignments according to agreed-upon timelines Takes responsibility for and manages own behaviour	Demonstrates limited responsible behaviour	Demonstrates some responsible behaviour	Demonstrates considerable responsible behaviour	Demonstrates a high degree of responsible behaviour
Organization Devises and follows a plan and process for completing work and tasks Establishes priorities and manages time to complete tasks and achieve goals Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks	Demonstrates limited organizational skills	Demonstrates some organizational skills	Demonstrates considerable organizational skills	Demonstrates a high degree of organizational skills
Independent Work Independently monitors, assesses, and revises plans to complete tasks and meet goals Uses time appropriately to complete tasks Follows instructions with minimal direction	Demonstrates limited ability to work independently	Demonstrates some ability to work independently	Demonstrates considerable ability to work independently	Demonstrates a high degree of ability to work independently
Collaboration Responds positively to the ideas, opinions, values, and traditions of others Builds healthy peer-to-peer relationships through discussion forums and media assisted interactions Works with others to resolve conflicts and build consensus to achieve group goals Shares information, resources, and expertise and promotes critical thinking to solve problems and makes decisions	Demonstrates limited collaborative behaviour	Demonstrates some collaborative behaviour	Demonstrates considerable collaborative behaviour	Demonstrates a high degree of collaborative behaviour

Initiative Looks for and acts upon new ideas and opportunities for learning Demonstrates the capacity for innovation and a willingness to take risks Demonstrates curiosity and interest in learning Recognizes and advocates appropriately for the rights of self and others	Demonstrates limited initiative	Demonstrates some initiative	Demonstrates considerable initiative	Demonstrates a high degree of initiative
Self-Regulation Sets own individual goals and monitors progress towards achieving them Seeks clarification or assistance if needed Assesses and reflects critically on own strengths, needs, and interests Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals Perseveres and makes an effort when responding to challenges	Demonstrates limited self-regulation	Demonstrates some self-regulation	Demonstrates considerable self-regulation	Demonstrates a high degree of self-regulation

The achievement chart identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.

Achievement

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

Achievement Chart – Canadian and World Studies, Grade 11 (2015)				
Categories	**Level 1 (50 - 59%)**	**Level 2 (60 - 69%)**	**Level 3 (70 - 79%)**	**Level 4 (80 - 100%)**
Knowledge and Understanding	*Specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)*			
Knowledge of content (e.g., facts, equipment, terminology, materials)	- demonstrates limited knowledge of content	- demonstrates some knowledge of content	- demonstrates considerable knowledge of content	- demonstrates thorough knowledge of content
Understanding of content (e.g., procedures, design concepts, processes, standards)	- demonstrates limited understanding of content	- demonstrates some understanding of content	- demonstrates considerable understanding of content	- demonstrates thorough understanding of content
Thinking	*The use of critical and creative thinking skills and/or processes*			
Use of planning skills (e.g., identifying the problem, formulating questions, scheduling, selecting strategies and resources)	- uses planning skills with limited effectiveness	- uses planning skills with some effectiveness	- uses planning skills with considerable effectiveness	- uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analyzing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions)	- uses processing skills with limited effectiveness	- uses processing skills with some effectiveness	- uses processing skills with considerable effectiveness	- uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., design process, problem solving, decision making)	- uses critical/creative thinking processes with limited effectiveness	- uses critical/creative thinking processes with some effectiveness	- uses critical / creative thinking processes with considerable effectiveness	- uses critical/creative thinking processes with a high degree of effectiveness

Communication	*The conveying of meaning through various forms*			
Communication for different audiences and purposes in oral, visual, and written forms	-communicates for different audiences and purposes with limited effectiveness	- communicates for different audiences and purposes with some effectiveness	- communicates for different audiences and purposes with considerable effectiveness	- communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., standards / symbols, industry codes, graphics, units), vocabulary, and terminology (e.g., acronyms) of the discipline in oral, visual, and written forms	- uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	- uses conventions, vocabulary, and terminology of the discipline with some effectiveness	- uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	- uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	*The use of knowledge and skills to make connections within and between various contexts*			
Application of knowledge and skills (e.g., concepts, processes, use of equipment and technology) in familiar contexts	- applies knowledge and skills in familiar contexts with limited effectiveness	- applies knowledge and skills in familiar contexts with some effectiveness	- applies knowledge and skills in familiar contexts with considerable effectiveness	- applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, processes, use of tools and software) to new contexts	- transfers knowledge and skills to new contexts with limited effectiveness	- transfers knowledge and skills to new contexts with some effectiveness	- transfers knowledge and skills to new contexts with considerable effectiveness	- transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., multidisciplinary connections, social impact of technology, connections between school and future opportunities)	- makes connections within and between various contexts with limited effectiveness	- makes connections within and between various contexts with some effectiveness	- makes connections within and between various contexts with considerable effectiveness	- makes connections within and between various contexts with a high degree of effectiveness

Attendance & Late Policy
Students have some flexibility with scheduling the time they spend on- and off-line in this course. Regular, consistent attendance in the course makes the difference between success and failure. Students are expected to:
- track course logins and amount of time spent in course
- be responsible for providing evidence of their achievement of the overall expectations
- understand that there will be consequences for not completing assignments for evaluation
- use course time productively

Teacher observations about student submission rates, participation, and course progress will be discussed in detail with the student during each end-of-unit conference.

Academic Integrity
Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following:
- use and acknowledgement of the ideas and work of others
- submission of work to fulfill course requirements
- sharing of work with other students.

When you reference ideas and information that you discover through outside research, it is essential to provide proper citation. Failure to do so is considered academically dishonest, as is copying or paraphrasing someone else's work, including that of a classmate. The results of such behavior will lead to consequences ranging from failure on an assignment to failure and expulsion from a course.

Academic integrity will be assessed during end-of-unit conferences, some of which will be conducted via video conferencing (e.g. Zoom). Use of quizzes, learning log, teacher observations, and familiarity with the work will also inform a student's academic integrity, ensuring the submitted work is their own. The full text of expectations is outlined in the Student Honour Code in the 'Get Started' course folder.

Course Access and Materials
Students are expected to enroll in the learning management system. Online discussion posts, assignment submissions, and quizzes will take place through the learning management system.

Feedback on coursework submissions is provided through the learning management system. Students may comment on feedback received if clarification is needed. Students may also contact the instructor directly via private message through the learning management system. Some communication may be time sensitive, and it is the responsibility of the student to check for feedback and communication. Students are responsible for any consequences resulting from failure to receive communication.

Resources may be updated to reflect current events and research. All are made available online after registration. If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately.

Special Needs
It is our policy to accommodate students with disabilities. Any student with a disability who needs accommodation (e.g., extended time) should contact the instructor upon enrollment in the course and provide the appropriate medical or psychological documentation of his/her condition (i.e. Individualized Education Plan). Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

Recommended Textbooks/Readings/Other Materials
Resources may vary to maintain timeliness and accuracy. At the time of creation, all components of this course, including web links and multimedia resources, were functioning and deemed to be appropriate for use in Ontario schools. Every effort has been made to provide students with all content necessary for completion of the course within the content of the course. All materials are made available online after registration.

Works Cited
The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, 2015.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. Ontario Ministry of Education Publication. First Edition, Covering Grades 1 to 12. 2010.