



# Canadian & World Studies Department

## Course Outline: CGG301, Travel and Tourism

### Course and Contact Information

**Course Title:** Travel and Tourism  
**Course Code:** CGG301  
**Grade:** 11  
**Credit Value:** 1  
**Level:** Open  
**Academic Year :** 2024-2025  
**Department:** Canadian & World Studies  
**Curriculum Leader:** Ms. Katie Figueira  
**Teachers:**

Email Contacts:

### Course Summary

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.

### Overall Expectations

By the end of this course, students will:

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; B1. Spatial Interaction: analyse patterns of spatial interaction between tourist sources and destinations (FOCUS ON: Spatial Significance; Patterns and Trends); B2. Spatial Distribution: explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations (FOCUS ON: Patterns and Trends; Interrelationships); B3.Choice of Destination: analyse a range of factors that influence tourists' destination choices (FOCUS ON: Spatial Significance; Geographic Perspective); C1. Impacts of Travel and Tourism: assess impacts of tourism and different modes of travel from a geographic perspective (FOCUS ON: Interrelationships; 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 (FOCUS ON: Interrelationships; Geographic Perspective); 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 (FOCUS ON: Spatial Significance; Geographic Perspective); D1. Local Tourism: analyse interrelationships between tourism and local human and natural systems (FOCUS ON: Spatial Significance; Interrelationships); D2. Tourism Patterns and Influencing Trends: assess the impacts of social, economic, and political trends and events on travel and tourism (FOCUS ON: Patterns and Trends; Geographic Perspective); D3. New Directions: identify evolving trends in travel and tourism, and analyse their implications for future tourism development (FOCUS ON: Patterns and Trends; Interrelationships); E1. Environmental Challenges: analyse impacts of environmental conditions and concerns on the tourism industry (FOCUS ON: Interrelationships; Geographic Perspective); E2. Impacts on Local Populations and Indigenous Peoples: assess impacts of the travel and tourism industry on local populations and indigenous peoples (FOCUS ON: Interrelationships; Geographic Perspective); E3.Planning for Tourism: analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism (FOCUS ON: Spatial Significance; Patterns and Trends)

### Academic Integrity

Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of "0" for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student's teacher, the Curriculum Leader and, at times, the student's guidance counsellor and Vice-Principal.

Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at <http://www.writing.utoronto.ca/advice/using-sources>. Students and their parents should pay particular attention to the Writing Centre's "How Not To Plagiarize" <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.



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## Attendance and Punctuality

Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time.

## Course Materials

**Texts:**

**Replacement Cost to Student:**

**Supplies:**

Three-ring binder, pen, pencil, internet and books for additional research. Some teachers may encourage the use of mobile devices in class.

Unit Number	Unit of Study	Explanation
Unit I	Investigating the Industry	Using the methods of geographic inquiry, we will explore the different types of tourism, travel barriers/motivators, the history of and current trends in the industry, etc.
Unit II	Tourism and the Environment	This unit will focus on the interrelationships between the tourism industry and the natural environment, and explore such topics as the link with climate change, how UNESCO and NGOs protect natural spaces, the rise of ecotourism, etc.
Unit III	Tourism and Culture	In this unit students will explore the ways that tourism and culture interact and often clash. They will look into topics such as 'voluntourism', slum tourism, Indigenous tourism, heritage tourism, etc.
Unit IV	Challenges in the Industry	Students will look at other challenges facing the industry such as overtourism, AirBNBs, animal welfare, narco-tourism, repatriating cultural artefacts, etc
Unit V	Final Summative Evaluation	TBA

**\*Units and topics are subject to change. Every effort will be made to avoid any alteration.**

## Assessment and Evaluations

Students will engage in assessment for and as learning throughout each unit. Student evaluations will be differentiated to provide students with a variety of opportunities to illustrate their development of the knowledge and skills inherent in the course. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.

### Term Evaluations

Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.

### Final Evaluations

Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.

### Achievement Categories

Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards:

**Knowledge and Understanding** (knowledge & understanding of content) 17.5% of final grade

**Thinking** (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of the final grade

**Communication** (expression and organization of ideas and information, communication for difference and purpose, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of the final grade

**Application** (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of the final grade

The Achievement Chart: Canadian and World Studies is can be found on pp.

33-37 of Ontario Curriculum Grade 9 & 10: Canadian and World Studies available

<http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html>

### Learning Skills

Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings:

**Responsibility** (commitment, deadlines, timelines)

**Organization** (planning, process)

**Independent Work** (class time, homework, dedication)

**Collaboration** (positive relationships, conflict resolution, sharing, teamwork)

**Initiative** (opportunistic, innovative, positive attitude, hard-working)

**Self-Regulation** (goal oriented, critical reflection, perseverance)