



# PORT CREDIT S.S. COURSE OVERVIEW



## Travel and Tourism: A Geographic Perspective

**DEPARTMENT:** Social Science

**COURSE CODE:** CGG300

**TEXTBOOK:** textbooks are reserved exclusively for classroom use

**TEXTBOOK REPLACEMENT COST:** n/a

**PREREQUISITE:** CGC1D0/CGC1P0

### 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.

### OVERALL EXPECTATIONS

By the end of the course, students will:

- ✓ use the geographic inquiry process and the concepts of geographic thinking when investigating geographic issues relating to travel and tourism;
- ✓ 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.
- ✓ analyse patterns of spatial interaction between tourist sources and destinations
- ✓ explain interrelationships between tourism and the spatial distribution of services and attractions in tourist destinations
- ✓ analyse a range of factors that influence tourists' destination choices
- ✓ assess impacts of tourism and different modes of travel from a geographic perspective
- ✓ analyse strategies for the protection of natural and cultural resources that are essential to tourism, and assess their effectiveness
- ✓ 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
- ✓ analyse interrelationships between tourism and local human and natural systems
- ✓ assess the impacts of social, economic, and political trends and events on travel and tourism
- ✓ identify evolving trends in travel and tourism, and analyse their implications for future tourism development
- ✓ analyse impacts of environmental conditions and concerns on the tourism industry
- ✓ assess impacts of the travel and tourism industry on local populations and indigenous peoples
- ✓ analyse the role of the tourism industry, governments, and international organizations in planning, promoting, and supporting travel and tourism

### PLAGIARISM & ACADEMIC DISHONESTY

Students are encouraged to research and use other people's ideas to help prove their hypothesis and argument. However, it is a crime to take these ideas and use them as their own. Students who do the following will be considered to have completed an act of academic dishonesty and/or plagiarism.

- ✓ Directly copy another person's work and claim it as their own
- ✓ Use less than the recommended number of footnotes or references per page
- ✓ Use a thesaurus to simply change some of the key words in a sentence without referencing
- ✓ Paraphrase without properly referencing



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- ✓ Reference a work but do not paraphrase sufficiently
- ✓ Do not include a bibliography

## EVALUATION

Assessment and evaluation in this course will be based on provincial curriculum expectations. Evaluation throughout the course and the final evaluation will incorporate four broad categories.

**A final grade will be calculated: Term Work = 70%; Final Evaluation = 30%**

Knowledge & Understanding	Thinking	Communication	Application	Final Summative Evaluation
TERM			WORK = 70%	
30%				
Knowledge of facts & terms Understanding of concepts & relationships between concepts	Critical & creative thinking Inquiry skills (generating ideas, formulating questions, planning, selecting strategies & resources)	Communication of ideas & information through writing, visual & oral presentations	Application of concepts, skills & procedures in familiar contexts Transfer of concepts, skills & procedures to new contexts	May take the form of an examination, a final project, a presentation, a formal essay, or a combination of these tasks

**The exact weighting of these categories will vary depending on the subject, unit and type of evaluation. Students will also receive descriptive feedback as part of the assessments that will not form part of the student's final marks.**

## LEARNING SKILLS

The following learning skills will be taught and assessed throughout the course and rated on the report card:

- \* **Responsibility**
- \* **Collaboration**
- \* **Organization**
- \* **Initiative**
- \* **Independent Work**
- \* **Self Regulation**

These skills will not be included in the final numeric mark unless they are part of the provincial curriculum expectations for the course. However, it is important to remember that the development of these skills is critical to academic achievement and does have a direct bearing on the final mark.

## AUDIO-VISUAL CURRICULUM DELIVERY

- ✓ Any Social Science curriculum has multi-media instruction as part of the delivery process.
- ✓ Peel District School Board Policy requires parental permission for any media rated 14A-18A by the Ontario Film Board, regardless of the age of the student. It is illegal to show R rated material in the classroom, regardless of parental consent or the age of the student.
- ✓ By signing this course outline, parents acknowledge that material up to and including 18A may be shown in the classroom. If you have any specific concerns, contact the individual teacher.

## ACKNOWLEDGEMENT

I acknowledge that I have read & understood the expectations described in this course outline:

Student name (printed): \_\_\_\_\_



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Parent/guardian signature: \_\_\_\_\_