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## Earl Haig

SecondarySchool

**2019/2020**

### Travel and Tourism

 **Social Sciences Department**

# **CGG30**

**Evaluation Profile & Outline**

**Course Description/Rationale/Overview:** This course focuses on travel and tourism to examine the unique characteristics of selected world regions from a geographic perspective. Students develop an understanding and appreciation of the ways in which the natural environments, economies, cultures, and other aspects of world regions interact.

**Class Requirements:** Students should have materials specified by the subject teacher at the beginning of the year.

The textbook for this course is Canada Travels. Students will be issued this book at the beginning of the course. The replacement cost for this textbook $100.00.

**Assessment and Evaluation Strategies**

Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose the summative evaluations. Examples of formative assessment may include homework checks, quizzes, peer assessment, presentations, reflection writing, role-play scenarios and observation.

Each unit or strand of the course will be evaluated using summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

**Late and/or Missed Evaluation**

##### Late Assignments\*

For each assignment, the teacher will inform students of the due date. The teacher may decide to create an ultimate deadline. If an assignment is submitted after the deadline, the teacher may deduct marks up to and including the full value of the assignment.

**Missed Tests**

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian**. Alternatively a medical certificate may be requested by the teacher.** The student must be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

**Subject-Specific/Department Information**

Teachers in the Social Sciences Department can be reached at (416) 395-3210, ext. 20075 or 20085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

**Learning Skills**

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

###### Final Mark

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation

**Year’s Work 70%**

This is a culmination of evaluations that have been completed throughout the year. It may include tests, presentations, research, or topic specific assignments.

**Final Summative Evaluation 30%**

This will be completed during the final weeks of the course and will take the form of a comprehensive project covering many of the key themes studied during the course.

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 25%**

Knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

* **Application – 25%**

Synthesizing knowledge and understanding into new and familiar contexts as well as making connections between various contexts.

* **Thinking Inquiry – 25%**

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

* **Communication – 25%**

Communication of information and ideas, communication for different audiences, use of various forms of communication.

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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**Social Sciences Department**

# **Course Code**

**Evaluation Profile & Outline**

**Course Outline:**

**Unit 1: Understanding Travel and Tourism**

This introductory unit provides students with a general overview of the travel and tourism industry as well as some insight into the patterns of travel and tourism in the world. By examining the various types of tourism, students come to an appreciation of why people travel.

**Unit 2: Tourism and the Natural Environment**

This unit focuses on the economic development and impacts of travel and tourism on world regions. Students apply the knowledge and skills learned in Unit 1 to analyse the economic effects associated with international sporting events, compare travel and tourism characteristics of two city-centred regions (e.g., New York, Mexico City, Bangkok, Sydney) and evaluate the impact of government policies on the economic aspects of travel and tourism in a selected region.

**Unit 3: Tourism and Culture**

This unit focuses on the effects of travel and tourism activities on the cultural and lifestyle aspects of destination regions. Students identify how local culture can be changed by activities such as construction of large entertainment complexes, sporting events, and exposure to other cultural values (e.g., religious beliefs, dress, eating habits). A study of the demonstration effect assists students in understanding the similarities and differences of those living in the region to themselves.

**Unit 4: Tourism and the Economy**:

This unit applies the geographic knowledge and skills developed in Unit 1 to a focus on the effects of travel and tourism activities on the natural environment. After identifying the natural resources that attract tourists, students direct their inquiries to how natural factors affect tourism and conversely, how tourism activities alter the natural environment particularly in sensitive environmental habitats such as the rainforest, desert, mountain, and aquatic regions.