

Travel and Tourism: A Regional Geographic Perspective, Grade 11, Open (CGG30)

This course focuses on travel and tourism as the vehicle for studying selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions; the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

Prerequisite: Geography of Canada, Grade 9, Academic or Applied

Geographic Foundations: Space and Systems

Overall Expectations

By the end of this course, students will:

- explain themes and concepts related to regional geography, including region, pattern, movement and interaction;
- evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems;
- analyse how factors such as movements of people and regional characteristics influence travel and tourism patterns;
- explain the characteristics of the travel and tourism industry from a geographic perspective.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how natural features (e.g., rivers, mountain ranges) and human criteria (e.g., political boundaries) are used to define regions;
- identify and describe the different types of regions (e.g., homogeneous, functional, multi-factor, city-centred, frontier);
- explain how the various components that make up the travel and tourism industry are interconnected (e.g., accommodations, attractions, types of transportation);
- identify selected factors that influence travellers' destination choices (e.g., location, accessibility, cost, safety, amenities, personal preferences).

Developing and Practising Skills

By the end of this course, students will:

- determine the reasons (e.g., business, recreation, education, religion) for patterns of tourist travel within selected regions;

- classify different types of travel and tourism (e.g., business travel, adventure tourism, ecotourism);
- analyse the effects of human systems (e.g., transportation networks, time zones) on travel and tourism;
- explain how tourism-related development can have a significant effect on human systems (e.g., through expansion of transportation networks, multiplier effects on the economy).

Learning Through Application

By the end of this course, students will:

- analyse the major natural, cultural, economic, and political characteristics of selected tourist regions;
- explain how the characteristics of different tourist regions (e.g., presence of national parks) influence the patterns of tourism within Canada;
- analyse the economy of a local region to determine the multiplier effect of tourism on it;
- identify natural and human features that attract tourists to their local region.

Human-Environment Interactions

Overall Expectations

By the end of this course, students will:

- explain how environmental factors affect patterns of travel and tourism;
- analyse the impact of different types of travel and tourism on the natural environment;
- evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify the natural resources on which tourism is based and justify the need for sustainable development;
- identify selected natural and cultural World Heritage Sites and the factors responsible for their selection.

Developing and Practising Skills

By the end of this course, students will:

- compare the positive and negative effects of tourism on people and the environment in selected sites or regions (e.g., Banff, Niagara Falls, the Pyramids, Antarctica);

- analyse specific examples of how tourist activities can threaten fragile environments or species (e.g., big game safaris and wildlife, diving and coral reefs, whale watching and whale behaviour, golf courses and wetlands).

Learning Through Application

By the end of this course, students will:

- evaluate the criteria used to designate a location as a natural or cultural tourist destination (e.g., national park, World Heritage Site);
- produce a set of criteria or “code of behaviour” for tourists travelling in fragile environments (e.g., criteria for ecotourists, adventure tourists);
- describe UNESCO’s role and the challenges it faces in protecting significant natural and cultural heritage sites (e.g., Machu Picchu, L’Anse aux Meadows, the Great Barrier Reef);
- assess the need for sustainable development and protection of the resources on which tourism is based in selected sites or regions (e.g., Point Pelee National Park, Algonquin Provincial Park, the Three Gorges Dam, the Aswan High Dam);
- predict and explain the likely impact of a natural or human-caused disaster on travel and tourism in a selected region (e.g., a hurricane in a Caribbean country, an oil spill in a coastal region, a tsunami in South Asia).

Global Connections

Overall Expectations

By the end of this course, students will:

- describe global patterns of travel and tourism and the factors that influence them;
- explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions;
- compare the characteristics of selected tourist regions of the world.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- explain how tourists’ values and practices may change local values and practices in what is known as the demonstration effect;
- explain why specific countries have favourable (e.g. Spain, Italy) and unfavourable (e.g. Germany, Korea) tourism trade balances;
- explain why it is important for tourists to respect the cultural and religious traditions of others;
- describe the types of cultural conflicts that tourists may experience in selected world regions and the reasons for these conflicts.

Developing and Practising Skills

By the end of this course, students will:

- analyse global tourism patterns in a variety of countries and explain the reasons for the observed patterns (e.g., cruising in the Caribbean, ecotourism in Costa Rica, back-country skiing in the Canadian Rockies);
- compare rates of tourism and tourist spending for selected countries;
- describe the social, environmental, cultural, economic, and political effects of travel and tourism associated with international events (e.g. Olympics, World Cup soccer, world's fairs, World Youth Day);
- compare travel and tourism characteristics for two world-class city-centred regions (e.g. Tokyo, Singapore, Cairo, Amsterdam, New York, Rio de Janeiro);
- analyse the causes and effects of economic disparities between selected world tourism regions (e.g., Cuba and Monaco, Hong Kong and Kenya).

Learning Through Application

By the end of this course, students will:

- evaluate the natural and human attributes that contribute to the success of selected globally significant tourist attractions (e.g. Victoria Falls in Zimbabwe, Carnival in Rio de Janeiro);
- report on the role played by international organizations in encouraging interaction among peoples of the world (e.g. World Tourism Organization [WTO], International Olympic Committee [IOC]);
- explain the relationship between the development of travel and tourism in a developing country and the country's level of economic growth.

Understanding and Managing Change

Overall Expectations

By the end of this course, students will:

- explain how changes and trends in society have an impact on travel and tourism patterns;
- analyse the social, environmental, cultural, economic, and political effects of tourism-related development on a community or region;
- evaluate the impact on travel and tourism of the plans, policies, and initiatives of governments, businesses, and other organizations.

Specific Expectations

Building Knowledge and Understanding

By the end of this course, students will:

- identify recent trends in travel and tourism (e.g., mass tourism, retirement travel, international business travel, government trade missions, adventure travel, ecotourism) and their effects on natural systems and the environment;
- identify the economic, cultural, political, and environmental components of selected issues related to travel and tourism;

- explain how various factors contribute to the growth or decline of tourism around the world (e.g., transportation costs; government initiatives; HIV/AIDS, SARS, or other diseases);
- explain issues that arise when planning for tourism development within a region (e.g., the need to balance visitors' interests and those of the local community, the need to protect natural environments and historical landmarks while encouraging economic diversification).

Developing and Practising Skills

By the end of this course, students will:

- show how changes in technology or in its uses alter travel and tourism patterns (e.g., improvements in Scuba tanks; use of helicopters for heli-skiing);
- analyse some actual or potential effects of planning, policies, marketing, and advertising on travel and tourism patterns;
- analyse the impact of adventure travel and ecotourism on the indigenous people of a region;
- analyse the effects of political, economic, cultural, and environmental motivators and barriers on travel and tourism patterns (e.g., visas, tax incentives, currency fluctuations, conflict among cultures, activities of transnational corporations, volcanic activity).

Learning Through Application

By the end of this course, students will:

- analyse the effects of an increase in tourism on the natural and human systems of a selected region (e.g., Banff National Park, Antarctica, the Himalayas);
- analyse how changes in lifestyles (e.g., in disposable income, amount of leisure time, attitudes) have affected travel and tourism patterns;
- predict (e.g., based on a case study) the future of tourism for a selected region or destination (e.g., the Canadian Arctic, countries in Africa or Asia, outer space);
- explain how tourist activities may contribute to the exploitation of people.

Methods of Geographic Inquiry and Communication

Overall Expectations

By the end of this course, students will:

- use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information;
- analyse and interpret data gathered through research and investigation, using a variety of methods and geotechnologies;
- communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

Specific Expectations Research

By the end of this course, students will:

- develop and use appropriate questions to focus a geographic inquiry on a topic or issue in travel and tourism;
- gather geographic information from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., books and journals, mainstream and alternative media, CD-ROMs, the Internet) to research a topic or issue related to travel, tourism, or regional geography;
- gather geographic information, using a variety of geographic tools and technologies (e.g., maps, remote-sensing imagery, aerial photographs, satellite images, geographic information systems [GIS]);
- evaluate the credibility of sources (e.g., authority, impartiality, expertise) and the reliability and usefulness of information (e.g., accuracy and relevance, absence of bias or prejudice, arguments substantiated by evidence);
- identify the educational requirements, job descriptions, current opportunities, and future prospects for selected careers related to the travel and tourism industry.

Interpretation and Analysis

By the end of this course, students will:

- distinguish among opinion, argument, and fact in research sources;
- use a variety of geotechnologies to interpret, analyse, and synthesize information related to travel, tourism, and regional geography (e.g., remote sensing, image analysis, geographic information systems [GIS], global positioning system [GPS]);
- use different types of maps (e.g., road, topographical, thematic), graphs, organizers, and diagrams to clarify and interpret geographic information and relationships;
- use appropriate statistical methods (e.g., calculate averages, medians, correlations) in the analysis of travel and tourism patterns, observing accepted conventions;
- develop possible solutions to problems or issues related to travel, tourism, or regional geography (e.g., a plan to protect a fragile ecosystem from the effects of travel and tourism), using appropriate forecasting, decision-making, and/or problem-solving strategies;
- explain the different points of view on an issue related to travel and tourism that are, or might be, held by various stakeholders (e.g., individuals, travel companies, indigenous populations, governments, special interest groups);
- produce a variety of maps, graphs, diagrams, and charts, following accepted conventions, to illustrate patterns and relationships related to travel, tourism, and regional geography;
- provide appropriate and sufficient evidence and well-reasoned arguments to support opinions and conclusions.

Communication

By the end of this course, students will:

- communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms (e.g., oral and written reports, multimedia presentations, essays) and including geographic visual supports, both conventional (e.g., photographs, charts, graphs, models, organizers, diagrams, maps) and geotechnological (e.g., computer-generated maps and graphs, aerial photographs, satellite images);
- use an accepted form of academic documentation (e.g., footnotes, endnotes, or author-date citations; bibliographies or reference lists) to acknowledge all information sources, including electronic sources;
- use appropriate terminology (e.g., region, pattern, spatial interaction, multiplier effect, demonstration effect, regional planning) when communicating results of geographic inquiries.