



MapToLearn

Creating student success, one map at a time

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Using ArcGIS Online to Support Student Success In Grades 2 - 3 Social Studies

There are several outcomes in the Manitoba Education Social Studies Curriculum for which the ArcGIS Online Mapping tool would support student learning.

In Grades 2 and 3, students are asked to explore their community and the communities around them in the world. Students will use maps and other resources as they discover the stories of communities and enhance their understanding of the diversity of our world.

To consider how ArcGIS online can support student learning, outcomes from the [Manitoba Education Social Studies Curriculums](#) are noted and followed by mapping suggestions or resources that could be used.

Curriculum outcomes for grades 4 to 12 will be covered in future newsletters.

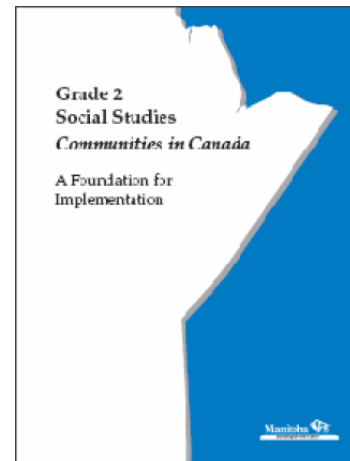


Grade 2

- Locate communities studied on a map of Canada.
- Identify ways in which life in Canadian communities has changed over time.
- Recognize that First Nations and Inuit people are Canada's original peoples.
- Recognize that many people came to

Canada from other parts of the world to establish communities.

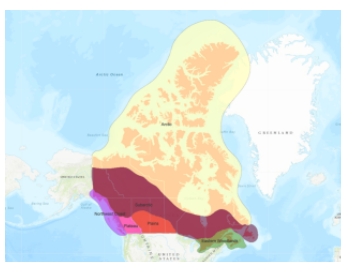
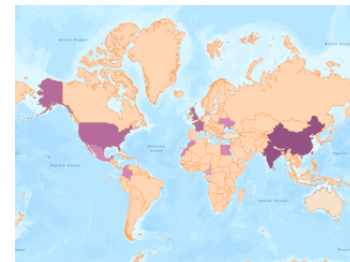
- Locate Canada on a world map or globe.
- Identify Canada as one of many countries in the world.



In addition to the suggestions and resources noted previously, teachers and students can use the ArcGIS Online interactive maps or Story Maps to locate communities around the world and include their research and photos about each community in the popup. ([Story Map](#))

Students and teachers can use a world map to identify the communities from which new Canadians originated.

For example, the top 50 countries of origin for Canadian Immigrants during the period 2011 - 2016. ([Map](#))

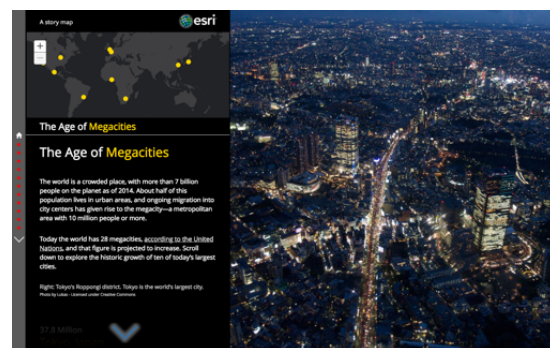
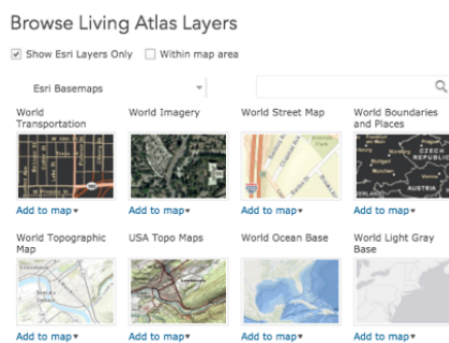
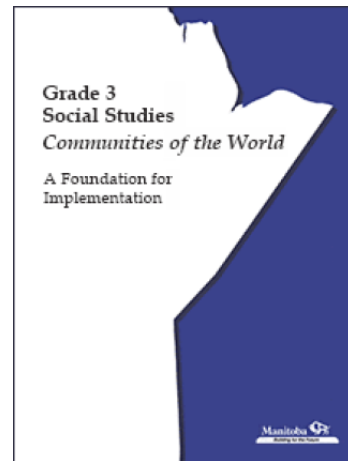


Students along with teachers could create a map that locates Indigenous communities, past and present, and includes photos and information about each community. ([Map](#))

Grade 3

- Describe countries as types of communities defined by borders.
- Locate on a map or globe the equator and the Northern and Southern hemispheres.
- Locate on a map or globe the continents and oceans.

- Identify maps, aerial photographs, and satellite images as representations of the surface of the Earth.
- Describe similarities and connections between communities around the world.
- Describe the influence of natural phenomena on ways of life in communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...
- Give examples of the use of natural resources in communities studied.
- Recognize that people have diverse ways of living on or with the land.
- Locate communities or countries studied on a world map or globe.
- Give examples of work, goods, and technologies in communities studied.
- Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- Describe diverse ways in which communities meet their members' needs.



In addition to the suggestions and resources noted previously, students can identify and compare characteristics, both similar and different, in the more than 50 Basemaps found in the Living Atlas. ([New Map](#))

Students and teachers can use the Journal Story Map, The Age of Megacities, to consider the unique characteristics of some of the largest communities in the world. ([Story Map](#))

Previous Newsletters

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Best regards!

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