



Government of Newfoundland and Labrador  
Department of Education and Early Childhood Development  
Programs and Services Division

### Call for Submissions

Date 10<sup>th</sup> July 2025

Reference Number 2025-05

The Department of Education (Programs and Services) is conducting an environmental scan to identify learning resources which may be useful in relation to:

**Courses: Intermediate Social Studies (Grades 7)**

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors **MUST** comply with the ***Resource Submission Procedures*** in order to be eligible for inclusion in the environmental scan.

**All submissions must be received by:**

**4:00 PM (Newfoundland Daylight Time [GMT -2½]) September 10<sup>th</sup>, 2025**

## **Resource Submission Procedures**

1. Review **Appendix 1** and **Appendix 2** of this document. Vendors will confirm that resources submitted:
  - a. align with the intent of the course description provided; and
  - b. satisfy at least **60%** the outcomes listed.

2. Complete all sections of the **Resource Summary Form**.

3. Email the Resource Summary Form to:

**To:** [toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)

**Subject:** Resource Submission – Reference Number 2025-05

4. Ship **4 physical copies** of each grade level resource to:

**Learning Resources Distribution Centre  
Building 909, Pleasantville  
St. John's, NL  
A1A 1R1**

Clearly label the package(s):

**Resource Submission - Reference Number 2025-05**

5. If additional information is required, send an email request to

**Todd Woodland**

**Curriculum Manager**

**Division of Programs and Services**

**Department of Education and early Childhood Development**

[toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)

## Annex 1: Course Summary

### Requirements

- Evidence based resources that are engaging, current, and age appropriate to support and promote **inquiry-based Social Studies education**.
- Resource must be in an accessible format that is compatible with assistive technology.
- A digital pdf version of successful titles, if available, will be requested for alternate format materials (AFM) purposes.
- Resources must be available in French or publisher must be willing to translate and provide French copies.
- Include suggestions for remediation and additional challenge.
- Task presented and/or ideas given to teachers for feedback on what to do next (next steps)
- Professional learning built in.
- Available digitally and in hard copy (printable).
- Encompasses the principles of UDL (Universal Design for Learning).
- Built in ideas for assessment (formative and/or summative).
- Culturally representative (multicultural, Indigenous).
- Suggestions for manipulatives, games, and activities.
- Resources should be modern in their approach and include multimodal (various sources that include maps, diagrams, political cartoons, etc.) case studies that provide opportunities for teachers to model the inquiry process in their lessons.

## **Appendix 2: Course Indicators**

### **Social Studies – Grade 7**

Note, it has yet to be determined whether this course will be presented as a single course (represented below) or as two modular courses (i.e., Canadian Geography [units 2-3] and NL Geography [units 4-6]). Resources pertaining to either or both components will be considered.

<b>Unit 1</b>	<b>Integrated Concepts and Process Skills</b> <b>*This unit is common to all Social Studies courses in 7-12</b>
	<b>Indicators</b>
	Develop the ability to interact effectively as members of Canada society
	Use concepts and skills common to the social sciences
	Use an inquiry model to investigate and respond to issues
<b>Unit 2</b>	<b><i>Focus Question: How does Canada’s physical geography impact where people live?</i></b>
	<b>Indicators</b>
	Use geographic tools to investigate the relationship between population distribution, location, and place in Canada
	Use geographic tools to investigate the relationship between population distribution, location, and place in Newfoundland and Labrador
	Explore patterns and trends in Canadian settlement and migration
<b>Unit 3</b>	<b><i>Focus Question: How do Canada’s natural resources shape its economic, social, and environmental development?</i></b>
	<b>Indicators</b>
	Evaluate the impact of natural resources on Canada’s economic development
	Explore the relationship between economic activity and internal migration in Canada
	Evaluate the challenges of balancing economic growth and environmental sustainability
<b>Unit 4</b>	<b><i>Focus Question: How did early human and physical systems impact where and how people lived in Newfoundland and Labrador?</i></b>
	<b>Indicators</b>
	Examine the distinct cultural identities and traditional territories of the First Nations and Inuit people in Newfoundland and Labrador
	Explore early patterns of European settlement in Newfoundland and Labrador, noting the role of the natural environment and resource availability in shaping community development and distribution

	Analyze the impact of colonization on First Nations and Inuit Peoples in Newfoundland and Labrador
<b>Unit 5</b>	<b><i>Focus Question: What opportunities and challenges did coastal living present to people living in NL?</i></b>
	<b>Indicators</b>
	Examine elements of daily life in 19 <sup>th</sup> century Newfoundland and Labrador
	Evaluate how economic life found expression in the social and cultural traditions of Newfoundland and Labrador
	Demonstrate an understanding of how the people of Newfoundland and Labrador have had to cope with challenges and disasters
<b>Unit 6</b>	<b><i>Focus Question: How did the growth of land-based industries in the 20th century impact where and how people lived in NL?</i></b>
	<b>Indicators</b>
	Examine social, cultural, and demographic consequences of the development of land-based industries in Newfoundland and Labrador
	Evaluate the social and cultural consequences of resettlement programs on outport communities and the preservation of Newfoundland and Labrador's cultural heritage
	Examine how changes in transportation and communication technologies have impacted lifestyles, communities, and cultural expression in Newfoundland and Labrador