



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

Call for Submissions

Date **June 24, 2025**

Reference Number **2025-02**

The Department of Education (Programs and Services) is conducting a call for submissions to identify learning resources that may be useful to support the following courses:

Courses: **Français (Immersion): Quatrième année**

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

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

All submissions must be received by:

4:00 PM (Newfoundland Time Zone) August 6th, 2025

Resource Submission Procedures

1. Review **Annex 1** and **Annex 2** of this document. Vendors will confirm that the resource submitted:
 - a. aligns the intent of the course/program description provided; and
 - b. satisfies at least **60%** of the indicators listed.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form** to:

To: toddwoodland@gov.nl.ca
Subject: **Resource Submission - Reference Number 2025-02**

4. Ship **five physical copies** of each French resource to:

Learning Resources Distribution Centre

Building 909, Pleasantville

St. John's, NL

A1A 1R1

Clearly label the package(s)

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**Digital submissions will be considered; however, at least one physical copy (if available) of the resource(s) submitted must be shipped to the above mailing address by the submission deadline.*

- In the case of a digital resource submission, please e-mail toddwoodland@gov.nl.ca with the subject line:

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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: Program/Course Summary

Français: Quatrième année (Immersion)

Grade Four French Immersion students engage in learning through hands-on experiences, which are crucial for their academic progress. They have a keen focus on their immediate surroundings, underscoring the importance of a dynamic and challenging school environment tailored to their abilities.

Early French Immersion students are active participants who develop their understanding of the world and French vocabulary by engaging with people, objects, and concepts. This perspective guides educational planning.

Requirements

- Needs to be evidence-based, engaging, current, and age-appropriate.
- Contain age-appropriate level of French language and vocabulary for Grade 4 French Immersion (not French first language) students.
- Estimated quantities required of successful titles of resources are a minimum of 35
- Evidence based resources that are engaging, current, and age appropriate to support **spontaneous French oral expression**.
- A digital pdf version of successful titles, if available, will be requested for alternate format materials (AFM) purposes.
- Resources should highlight a diversity of representations such as, but not limited to, ability, race, gender, and ethnicity.
- Resources submitted should support this philosophy and may include, but are not limited to:
 - Language learning games which can be used in the classroom (**not** digital/online games)
 - Children's literature
 - Written and oral language development activities
 - Materials used to support reading development
 - Songs, music, poems, etc. which support learning about francophone culture (specifically in Canada) and language development
 - Materials which support the writing process

Annex 2: Program/Course Outcomes

Number	Indicator
1	Réagir de manière appropriée aux instructions verbales données dans des contextes variés
2	Démontrer la compréhension de textes oraux variés
3	Utiliser leurs connaissances phonologiques acquises dans leur production orale
4	Développer un vocabulaire social et académique
5	Réfléchir à leurs productions et interactions orales
6	S'exprimer à l'oral de manière spontanée
7	Appliquer leurs connaissances de concepts de l'écrit et du vocabulaire pour faciliter la lecture
8	Appliquer les connaissances phonémiques et phonologiques pour faciliter la lecture de textes variés.
9	Lire un texte avec fluidité et exactitude.
10	Démontrer une compréhension des messages de textes variés
11	Écrire des textes variés
12	Écrire et représenter en utilisant des traits d'écriture
13	Écrire un texte utilisant le processus d'écriture et de représentation