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

Call for Submissions

Date   **November 26, 2025**

Reference Number **2025-11**

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

Course / Program: **Mathematics 7 and Mathématiques 7ᵉ année**

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 p.m. (Newfoundland Time Zone) Wednesday, December 17th, 2025

Resource Submission Procedures

1. Review the *Appendix 1* and *Appendix 2* of this document. Vendors will confirm that the resource being submitted:
   a. aligns the intent of the course/program description provided; and
   b. satisfies at least **60%** of the outcomes 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 **2025-11**

4. Ship **6 English physical copies** and **3 French physical copies** of the resource to:

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

   Clearly label the package(s):

   Resource Submission - Reference Number 2025-11

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

Appendix 1: Program / Course Summary

Requirements

- Available in French with high quality translation
- Estimated quantities required of successful titles of teacher resources are 325 for English language titles and 75 copies for French language titles
- Needs to be evidence-based that aligns with the curriculum indicators
- Needs to be engaging, current, and age-appropriate
- Includes clear visuals throughout - diagrams, tables, illustrations
- Includes links to short videos, intended for student viewing, of demonstrations and explanations
- Must be in an accessible format that is compatible with assistive technology (Alt text for images, captioned videos, and screen-reader compatibility)
- Includes suggestions for remediation and additional challenge
- Includes worked examples with step-by-step reasoning
- Tasks presented and/or ideas given to teachers for feedback on what to do when students encounter difficulties
- Professional learning available throughout the resource, preferably in short, topic-specific pieces
- Available digitally and in hard copy (printable, with editable reproducible pieces available in Word and pdf forms)
- Digitally available in separate pieces (for ease of linking individual sections on the digital curriculum platform) and as a whole
- **Includes a teacher manipulation resource package which contains high-quality: fraction circles, balance scales, integer counters (in red and yellow), standard and non-standard dice, multi-coloured spinners of various types, and a magnetic integer-specific number line**
- Encompasses the principles of UDL
- Built-in ideas for assessment (formative and/or summative)
- Culturally representative (multicultural, Indigenous)
- Includes a link to a translation glossary for EAL learners
- Visually representative of students with disabilities
- Connections to age-appropriate children's literature, where applicable
- Suggestions for cross-curricular connections
- Promotes:
  - math talks
  - open-ended questions
  - math processes (visualization, communication, connections, mental-math and estimation, problem-solving, reasoning, technology)
- Balances the approach between drill and practice, and inquiry
- Practice problems should range from basic to challenging and include real-world applications
- Includes chapter/section summaries and review questions
- Suggestions for manipulative use, games, and activities

- Includes a glossary and index
- Open to the potential for some customization as necessary

Appendix 2: Program / Course Indicators

Target Name and Number	Indicators for Mathematics 7 and Mathématiques 7e année
1. Counting	1. Compare whole numbers, up to and including nine trillion
2. Representing Whole Numbers	1. Express whole numbers, up to and including nine trillion, in a variety of ways
3. Representing Rational Numbers	1. **For percents between 1% and 100%** Express a given percent as a fraction and a decimal 2. **For repeating decimals limited to 1 or 2 repeating digits and for terminating decimals** Predict the decimal representation of a given fraction, using patterns 3. **For percents between 1% and 100%** Convert a given fraction or decimal to a percent 4. **For repeating decimals limited to 1 or 2 repeating digits** Express a given fraction as a terminating or repeating decimal 5. **For terminating decimals up to thousandths** Express a given terminating decimal as a fraction 6. **For repeating decimals limited to 1 or 2 repeating digits** Express a given repeating decimal as a fraction 7. **For repeating decimals limited to 1 or 2 repeating digits** Provide an example where the decimal representation of a fraction is an approximation of its exact value 8. Determine if a given number is a perfect square 9. **For natural number bases and exponents** Express a given repeated multiplication as a power and vice versa 10. Represent 10, 100, 1000, etc. up to one trillion as powers of 10
4. Operations with Whole Numbers (+/-)	n/a
5. Operations with Whole Numbers (x/÷)	1. Determine the factors of a given number using the divisibility rules
6. Operations with Rational Numbers	1. Solve problems involving the addition of decimal numbers, specific to creating and managing a budget 2. Solve problems involving the subtraction of decimal numbers, specific to creating and managing a budget

	3. Solve problems involving the multiplication of decimal numbers with two-digit multipliers (whole numbers or decimals) without the use of technology 4. Solve problems involving the division of decimal numbers for one-digit divisors (whole numbers or decimals) without the use of technology 5. Solve problems involving the multiplication or division of decimal numbers with more than two-digit multipliers or one-digit divisors (whole numbers or decimals) with the use of technology 6. Solve problems that involve operations on decimals (limited to thousandths), taking into consideration the order of operations 7. **For problems involving percents from 1% to 100%** Solve problems that involve finding a percent 8. **For problems involving percents from 1% to 100%** Solve percent problems where the answer requires rounding, and explain why an approximate answer is needed; e.g., total cost including taxes 9. **For problems involving percents from 1% to 100%** Recall commonly used percents, fractions, and decimal equivalents 10. **For problems involving percents from 1% to 100%** Use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used 11. Simplify a positive fraction 12. Determine common denominators, lowest common denominators, and equivalent fractions 13. **Limited to positive sums and differences** Determine the sum and difference of positive fractions with like denominators 14. **Limited to positive sums and differences** Determine the sum and difference of positive fractions with unlike denominators 15. **For positive fractions and mixed numbers with like and unlike denominators, limited to positive sums and differences** Determine the sum and difference of mixed numbers 16. **For positive fractions and mixed numbers with like and unlike denominators, limited to positive sums and differences** Solve a problem involving the addition or subtraction of positive fractions or mixed numbers, and determine if the solution is reasonable 17. Explain, using concrete materials such as integer tiles and diagrams, that the sum of opposite integers is zero 18. Add two given integers, using concrete materials or pictorial representations, and record the process symbolically 19. Subtract two given integers, using concrete materials or pictorial representations, and record the process symbolically 20. Solve a given problem involving the addition and subtraction of integers 21. **For whole numbers** Determine the square of a given number and record it symbolically 22. **For whole numbers that are perfect squares** Determine the square root of a given perfect square and record it symbolically
7. Patterning	1. Represent a pattern using an algebraic expression, and evaluate the expression 2. Provide a context for a given linear relation that represents a pattern 3. Match a given set of linear relations to a given set of graphs, and vice versa

	4. Create a table of values for, and then graph, a linear relation limited to discrete elements
	5. Use the linear relationship shown on a graph to answer contextual questions
8. Algebraic Thinking	1. Identify and provide examples of the components of algebraic expressions and equations
	2. Add and subtract degree 1 monomials with whole number numerical coefficients
	3. **For problems that can be represented by linear equations of the form:** • **ax + b = c** • **ax - b = c** • **ax = b** • **x/a = b, a ≠ 0** **where a, b and c are whole numbers** Determine a solution for a linear equation by systematic trial and by inspection
	4. **For problems that can be represented by linear equations of the form:** • **ax + b = c** • **ax - b = c** • **ax = b** • **x/a = b, a ≠ 0** **where a, b and c are whole numbers** Solve a problem using a linear equation
	5. **For problems that can be represented by linear equations of the form:** • **ax + b = c** • **ax - b = c** • **ax = b** • **x/a = b, a ≠ 0** **where a, b and c are whole numbers** Verify the solution to a linear equation
	6. **For problems that can be represented by linear equations of the form x + a = b, where a and b are integers** Solve a problem using a linear equation
	7. **For problems that can be represented by one- step linear equations of the form x + a = b, where a and b are integers** Verify the solution to a linear equation
9. Measurement	1. Use the relationships among the base length, height, and area of a parallelogram in problem-solving contexts
	2. Use the relationships among the base length, height, and area of a triangle in problem-solving contexts
	3. Determine the area of a trapezoid in problem-solving contexts
	4. Determine the area of a kite in problem-solving contexts
	5. Use the relationships among the radius, diameter, and circumference of a circle in problem-solving contexts
	6. Draw a circle with a known radius or diameter, with and without a compass
	7. Use the relationships among the radius, diameter, and area of a circle in problem-solving contexts

	8. Explain, using an illustration, that the sum of the central angles of a circle is 360°
10. 2-D Shapes and 3-D Objects	1. Identify the integral coordinates of any point on the Cartesian plane 2. Create shapes and designs on a Cartesian plane, using integral coordinates 3. Perform a transformation or consecutive transformations on a given 2-D shape, and identify the integral coordinates of the vertices of the image
11. Statistics	1. Find and compare circle graphs 2. Create and label a circle graph, with and without technology, to display a set of data 3. Interpret a circle graph to answer questions 4. Determine mean, median and mode for a set of data, and explain why these values may be the same or different 5. Determine the range for a set of data 6. Provide a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings 7. Solve problems involving the measures of central tendency 8. Identify any outliers and explain their effect on the measures of central tendency for a given data set 9. Identify outliers in a set of data, and justify whether or not they are to be included in reporting the measures of central tendency 10. Provide examples of situations in which outliers would and would not be used in reporting the measures of central tendency
12. Probability	1. Provide examples of events with probabilities of 0, 1/2, and 1 2. **For two independent events with a combined sample space of 36 or fewer elements** Determine the theoretical probability of a given outcome 3. Conduct a probability experiment for an outcome involving two independent events, with and without technology, to compare the experimental probability with the theoretical probability 4. **For two independent events with a combined sample space of 36 or fewer elements** Solve probability problems 5. **For two dependent events with a combined sample space of 36 or fewer elements** Determine the theoretical probability of a given outcome 6. Conduct a probability experiment for an outcome involving two dependent events, with and without technology, to compare the experimental probability with the theoretical probability 7. **For two dependent events with a combined sample space of 36 or fewer elements** Solve probability problems