



Government of Newfoundland and Labrador  
Department of Education  
Programs and Services Division

## Call for Submissions

**Date**                      **November 19, 2024**

**Reference Number**      2024-05

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:**              **Physical Education 4, 5, and 6**

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 Time Zone) Wednesday, December 18, 2024**

## **Resource Submission Procedures**

1. Review **Appendix 1** and **Appendix 2** of this document. Vendors will confirm that the resource submitted aligns the intent of the course/program description provided.
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 2024-05

4. Ship **five 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 2024-05**

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

- Digital resource submissions should be e-mailed to [toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca) with the subject line:  
**Resource Submission - Reference Number 2024-05**

5. If additional information is required, send an email request to:  
**Todd Woodland**  
  
**Manager**  
**Division of Programs and Services**  
**Department of Education**  
[toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)

## **Appendix 1: Resource Requirements**

### **Requirements**

- Evidence-based Physical Education teacher resources that:
  - align with the draft Key Stage Curriculum Outcomes (grade 3) and draft Kindergarten Strands, Targets and Indicators
  - promote quality of life through holistic development (physically, socially, emotionally, cognitively)
  - align with current and diverse approaches to the teaching and learning of physical education
  - are developmentally appropriate
  - are appropriate for diverse learners
- Resources should highlight a diversity of representations such as, but not limited to, ability, race, gender, and ethnicity
- Comprehensive teacher resources are preferred, which may include
  - lesson plans
  - characteristics of/stages of development (physically, socially, emotionally, cognitively) and implications for teaching
  - skill (physically, socially, emotionally, cognitively) progressions
  - assessment examples/samples
  - adaptations/modifications for inclusion, diversity, equity, and accessibility
  - suggestions for cross-curricular connections
- English and French teacher resources (print or digital) should be included
  - Translated resources should be of high-quality translation
- NOTE: An accessible digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes

## **Appendix 2: Course Outcomes and Description**

This page contains pertinent excerpts from the draft Physical Education Framework Document.

### *Vision*

Every student actively engages in movement that is meaningful and personally relevant within a safe, welcoming, inclusive, and supportive environment.

### *Rationale*

Physical education programs that are inclusive, equitable, and based on the needs and interests of students have the potential to improve the quality of their lives now and in the future.

### *Approaches to the Teaching and Learning of PE*

- Cooperative Learning (in PE)
- Fitness for Life
- Game Based Approaches (e.g., Game Sense, Teaching Games for Understanding)
- Hope Optimizing PE
- Inquiry Learning
- Meaningful Physical Education and Sport
- Movement Education
- Outdoor (Adventure) Education
- Peer Teaching
- Personalized System for Instruction
- Play-Based Learning
- Sport Education
- Socially-Just Teaching Personal and Social Responsibility
- Teaching Dance for Understanding
- Teaching Personal and Social Responsibility

The following tables represent Kindergarten to Grade 3 Outcomes/Indicators across three Strands/Educational Domains (**Physical**, **Cognitive**, **Affective**).

<b>Strand A: Movement Development, Competence, and Engagement</b> <b>Developing movement competence through engagement in a variety of meaningful and relevant movement experiences.</b>		
<b>Physical Education (Gr. 4)</b>	<b>Physical Education (Gr. 5)</b>	<b>Physical Education (Gr. 6)</b>
Apply fundamental and complex movement skills to a variety of lifelong physical activities	Transfer movement competence across a variety of contexts and settings	Perform personally meaningful physical activities that contribute to quality of life
Transfer creative and expressive movement competencies, across a variety of movement categories, to perform a simple pattern	Combine movements, across a variety of movement categories, to create increasingly complex movement patterns	Create and practise a sequential movement pattern with and for others, across a variety of movement categories
Explore the movement concept of effort across various physical activities	Explore the concept of relationships as it applies to the body, people and objects in various physical activities and environments	Demonstrate an understanding of effort and relationships in game/activity situations
Explore combinations of locomotor and non-locomotor movements	Combine locomotor and non-locomotor movements across a variety of physical activities	Transfer combined locomotor and non-locomotor movements across a variety of movement categories
Use manipulatives and objects safely in a variety of spaces and across movement categories	Use apparatus and objects that support enjoyment and success	Transfer efficient use of manipulatives and objects into increasingly complex activities
Engage in active pursuits from a variety of cultures in Canada	Engage in a variety of active pursuits from Newfoundland and Labrador	Develop and enhance movement skills through First Nations, Métis and Inuit physical activities and games perspective

<b>Strand B: Understand and Apply</b> <b>Applying and understanding of physical education concepts to a variety of learning experience and environments.</b>		
Physical Education (Gr. 4)	Physical Education (Gr. 5)	Physical Education (Gr. 6)
Analyse multiple solutions to the same movement problem and/or challenge	Justify solutions to movement problems and challenges	Transfer solutions to movement problems and challenges across a variety of movement experiences and environments
<b>Strand B: Understand and Apply</b> <b>Applying and understanding of physical education concepts to a variety of learning experience and environments.</b>		
Physical Education (Gr. 4)	Physical Education (Gr. 5)	Physical Education (Gr. 6)
Identify environmental factors that influence physical activity and solutions to their influence on physical inactivity	Share social factors that influence physical activity and solutions to their influence on physical inactivity	Create plans to engage in personally meaningful physical activity at school, home and in the community
Discuss ways that being physically active in the community contributes to quality of life	Identify physical activities in the community that can contribute to quality of life across the lifespan	Discuss how community contributes to physical activity being personally meaningful across the lifespan

**Strand C: Personal and Social Well-being****Developing and maintaining positive relationships with self and others.**

<b>Physical Education (Gr. 4)</b>	<b>Physical Education (Gr. 5)</b>	<b>Physical Education (Gr. 6)</b>
Recognise the importance of personal and social responsibilities, personal hygiene and the safety of self and others	Analyse responsibility and consider the impact on self and others in activity settings	Identify risks associated with activities and demonstrate proper care for learning environments
Explore wellness activities from a variety of Canadian provinces for their personal and cultural uniqueness	Explore wellness activities relevant to Newfoundland and Labrador culture	Share wellness activities that incorporate local, provincial, national, and/or global cultures
Make connections between participation and enjoyment of physical activities and fair play	Reflect on personal responsibility and how it contributes to fair play	Connect how the concepts of fair play support positive enjoyment when extraneous factors (e.g., refs, coaches, spectators, injury, abilities, values) influence activities and games

**Strand C: Personal and Social Well-being****Developing and maintaining positive relationships with self and others.**

<b>Physical Education (Gr. 4)</b>	<b>Physical Education (Gr. 5)</b>	<b>Physical Education (Gr. 6)</b>
Plan group activities that contribute to health, well-being, and quality of life	Identify personally meaningful goals that contribute to healthy lifestyle practises	Monitor personal wellness plans that contribute to quality of life