



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

Call for Submissions

Date October 28, 2025

Reference Number **2025-10**

The Department of Education and early Childhood development is conducting an environmental scan to identify learning resources which may be useful in relation to:

Courses: Intermediate Social Studies (Grade 8 and Grade 9)

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 Standard Time [GMT -2½]) November 28, 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.
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 2025-10**

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 2025-10

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

Appendix 1: Resource Requirements / Preferences

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.
- Encompasses the principles of UDL (Universal Design for Learning).
- Built in ideas for assessment (formative and/or summative).
- Highlights a diversity of representations
- 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 and Description

The social studies program is designed to enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and citizens of Canada and of an increasingly interdependent world. Curriculum is organized around strands that represent disciplines commonly associated with the social sciences and humanities. Social studies targets are conceptual structures reflecting themes that help focus multidisciplinary and interdisciplinary study of events, ideas, issues, patterns, and trends.

Strands

- Social Studies Concepts and Skills
- Anthropology
- Civics
- Economics
- Geography
- History
- Politics
- Sociology

Targets

1. Civic Engagement
2. Inquiry and Research
3. Citizenship, Power, and Governance
4. Culture and Diversity
5. Individuals, Societies, and Economic Decisions
6. Interdependence
7. People, Place, and Environment
8. Time, Continuity, and Change

Social Studies – Grade 8

Course Title: Social Studies 8

This course is divided into two modules, A and B, which are further organized into units of study. For this resource call, submissions may consider the modules as separate entities or one combined course.

Module A: Legacy of Canadian Confederation

Unit 1	Integrated Concepts and Process Skills *This unit is common to all Social Studies courses in 7-12
	Indicators
	Develop the ability to interact effectively as members of Canadian society
	Use concepts and skills common to the social sciences
	Use an inquiry model to investigate and respond to issues

Unit 2	Focus Question: What motivated Canada's provinces and territories to join Confederation?
	Indicators
	Analyze arguments for and against a Canadian union in the leadup to Confederation in the 19 th century
	Compare Newfoundland and Labrador's responses to the Confederation debate in the 1860s with the 1940s
Unit 3	Focus Question: How have the relationships between Indigenous and non-Indigenous peoples evolved in Canada?
	Indicators
	Analyze indigenous responses to Canadian government policies following Confederation
	Examine the significance of Truth and Reconciliation in healing and rebuilding relationships between Indigenous and non-Indigenous Canadians
Unit 4	Focus Question: What can the experiences of French Canadians in the 19th and 20th centuries teach us about protecting cultural identity in a diverse country?
	Indicators
	Use historical tools to analyze efforts to preserve French language and culture
	Examine opportunities and challenges surrounding the patriation of the Canadian Constitution

Module B: Canada and Newfoundland in the World Wars

Unit 1	Integrated Concepts and Process Skills *This unit is common to all Social Studies courses in 7-12
	Indicators
	Develop the ability to interact effectively as members of Canadian society
	Use concepts and skills common to the social sciences
	Use an inquiry model to investigate and respond to issues
Unit 2	Focus Question: How did Canada's involvement in World War I shape its identity as a nation?
	Indicators
	Investigate military contributions of Canada and Newfoundland during World War I
	Examine political and social changes in Canada and Newfoundland as a result of WWI
	Explore the economic impact of World War I on Canadian and Newfoundland society
	Compare the effects of WWI on Canadian and Newfoundland nationhood

Unit 3	Focus Question: How did Canada's involvement in World War II shape its identity as a nation?
	Indicators
	Investigate the role of Canada's material and human contributions during WWII
	Analyze the impacts of World War II on various groups in Canada and Newfoundland and Labrador
	Examine significant moral and ethical issues related to the Second World War
	Examine the economic, political and social effects post- Second World War on Canada and Newfoundland and Labrador

Social Studies – Grade 9

Course Title: Social Studies Grade 9

This course is divided into two modules, A and B, which are further organized into units of study. For this resource call, submissions may consider the modules as separate entities or one combined course.

Module A: Canadian Civics

Unit 1	Integrated Concepts and Process Skills *This unit is common to all Social Studies courses in 7-12
	Indicators
	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
Unit 2	Focus Question: How do Canadian citizenship and governance empower individuals and communities to shape their society?
	Indicators
	Examine the rights and responsibilities of Canadian citizenship
	Investigate the structure and operation of government in Canada, including federal, provincial, territorial, indigenous, and municipal government models
Unit 3	Focus Question: How democratic is Canada's democratic structure?
	Indicators
	Explore how people's beliefs and values influence political perspectives
	Examine the process by which Canadian governments are elected and held accountable
Unit 4	Focus Question: How can individuals and groups use their voice to affect change in their local, regional, and national contexts?
	Indicators

	Examine how individuals and groups use various media to influence public opinions, policies, and actions
	Explore strategies to meaningfully engage as citizens within a democratic process

Module B: Conflict and Cooperation – Canada’s Role in the International Community

Unit 1	Integrated Concepts and Process Skills *This unit is common to all Social Studies courses in 7-12
	Indicators
	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
Unit 2	Focus Question: How did global conflicts following WWII shape Canada's identity with respect to its military and approach to foreign policy?
	Indicators
	Examine Canada’s role in the formation of NATO, NORAD, and the United Nations
	Explore the birth of UN peacekeepers as a response to the Korean Conflict and the Suez Crisis
Unit 3	Focus Question: How has Canada actively participated in international cooperation efforts?
	Indicators
	Investigate the nature of Canada’s military intervention in missions for different purposes
	Examine Canada’s role in addressing global environmental issues
Unit 4	Focus Question: How has the growing interconnectedness of the world transformed Canada's economy, culture, and social fabric?
	Identify opportunities and challenges of economic globalization for Canada
	Examine the impact of globalization on Canadian culture and identity