



Call for Submissions

Date: October 1, 2026

Reference Number: 2026-03

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

Courses: Science 2200 and 3200

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:
3:30 p.m. (Newfoundland Time Zone) October 30, 2026**

Resource Submission Procedures

1. Review the Appendices of this document. Vendors will confirm that the resource being submitted:
 - a. aligns with the intent of the course 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: MillyRegularBrown@gov.nl.ca
Subject: **Resource Submission - Reference Number 2026-03**

4. Ship 8 physical copies of each English resource to:

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

Clearly label the package(s), including grade level(s) if applicable:

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Digital submissions will be considered, however, if available, at least one physical copy should be shipped to the mailing address above by the submission deadline. Digital submissions should be e-mailed to MillyRegularBrown@gov.nl.ca with the subject line:

Resource Submission - Reference Number 2026-03

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

**Milly Brown
Manager of Curriculum
Division of Program Development
Department of Education
MillyRegularBrown@gov.nl.ca**

Appendix 1: Resource Requirements/Preferences

Requirements

- Needs to be evidence based that aligns with the draft curriculum indicators that are engaging, current, age and developmentally appropriate for diverse learners.
- English language teacher and student resources (print or digital) required.
- A digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes.
- Resource must be in an accessible format that is compatible with assistive technology.
- 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.
- Built in ideas for formative and summative assessment.
- Culturally representative (Indigenous, multicultural).
- Suggestions for cross-curricular connections.
- Promotes scientific literacy through:
 - scientific inquiry, exploration, and investigation,
 - problem solving,
 - decision making, and
 - diverse learning experiences that supports STEM processes, skills and connections.
- Beyond worksheet based.
- Suggestions for manipulatives, games, and activities.
- Open to the potential for some customization.

Appendix 2: Science 2200 & 3200 Draft Indicators

Number	Draft Indicators for Science 2200 & Science 3200 Strand A: STEM Processes, Skills and Connections
1	A1.1 Use a scientific research process and associated skills to conduct investigations
2	A1.2 Use a scientific experimentation process and associated skills to conduct investigations
3	A1.3 Use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems
4	A1.4 Follow established health and safety procedures during investigations
5	A1.5 Communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes
6	A2.1 Distinguish between what is science and what is technology
7	A2.2 Describe processes used in science and technology that enable us to understand natural phenomena and develop technological solutions
8	A2.3 Describe the development of science and technology over time
9	A2.4 Explain how science and technology interact with and advance one another
10	A3.1 Explain how the needs of individuals, society, and the environment influence and are influenced by science and technology
11	A3.2 Identify contributions to and support for science and technology from various communities
12	A3.3 Describe practical applications of science and technology concepts in their home and community to address real-world problems
13	A3.4 Describe practical applications of science and technology concepts in various careers
Number	Draft Indicators for Science 2200 Strand B: Sustainability and Environmental Change
14	B4.1 Compare past and present attitudes towards environmental consciousness, locally, nationally and globally
15	B4.2 Analyze a local issue for its impact on the environment and propose potential solutions

16	B5.1 Explain the interrelationships among individual organisms, species, populations, communities, and ecosystems
17	B5.2 Identify the niche of producers, consumers, and decomposers as it relates to the flow of energy through ecosystems
18	B5.3 Explore various ways in which natural populations are kept in equilibrium and relate this equilibrium to the resource limits of an ecosystem
19	B5.4 Describe the impacts of human activities on natural ecosystems
Number	Draft Indicators for Science 2200 Strand C: Mineral Processing
20	C6.1 Analyze ways in which extraction and processing of minerals impacts the economy, society and the environment from local and global perspectives
21	C6.2 Assess social and environmental impacts on the use and disposal of products derived from mineral processing
22	C6.3 Explore Indigenous Peoples' geological way of knowing and its application in identification and use of rocks and minerals
23	C7.1 Investigate common mineral characteristics and ways of identifying them
24	C7.2 Identify minerals found throughout Newfoundland and Labrador and recognize their value
25	C7.3 Explore methods used to locate, extract, and process minerals
Number	Draft Indicators for Science 2200 Strand D: Chemical and Physical Properties of Matter
26	D8.1 Assess the proper preparation and disposal techniques for everyday consumer products
27	D8.2 Identify health hazards of toxic elements that can be present in local soil and sources of water
28	D9.1 Apply an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to storing, handling and disposing of chemicals
29	D9.2 Demonstrate an understanding of elements and how their properties differ
30	D9.3 Distinguish between elements and compounds and identify common compounds from their chemical formulas

31	D9.4 Write the names or formulas of binary chemical compounds when given the other
Number	Draft Indicators for Science 2200 Strand E: Heating and Cooling
32	E10.1 Assess materials used to heat and cool our homes, based on their environmental impact, efficiency, and cost
33	E11.1 Describe the process of heat transfer in terms of kinetic energy and particle theory
34	E11.2 Relate the use of insulators in home construction to their role in limiting energy transfer
35	E11.3 Describe how heating and cooling technologies utilize changes of state in their function
Number	Draft Indicators for Science 2200 Strand F: Body Systems
36	F12.1 Assess effects of social factors on human health and well being
37	F12.2 Evaluate medical technologies available to maintain personal health and well-being
38	F13.1 Identify and describe the relationship between organs and body systems as they function in the human body
39	F13.2 Describe daily influences on body systems
40	F13.3 Investigate how disorders of malfunctioning body systems are influenced by different factors
Number	Draft Indicators for Science 2200 Strand G: Mechanics of Machinery
41	G14.1 Evaluate how simple or complex machines are used every day in our world to meet the specific needs of individuals and communities
42	G15.1 Define and investigate types of simple machines
43	G15.2 Describe qualitatively energy, force, work, and efficiency in terms of their application to simple machines
44	G15.3 Explain how machines can be combined to reduce workload in different settings

45	G15.4 Identify an everyday problem and develop a solution using a combination of simple machines
Number	Draft Indicators for Science 3200 Strand B: Oil, Gas and Alternate Sources of Energy
50	B4.1 Develop and defend a position on the development of future oil and gas projects
51	B4.2 Assess choices that reduce their personal energy consumption
52	B5.1 Explore the formation of oil and gas
53	B5.2 investigate the process of locating and extracting oil and gas
54	B5.3 Describe how oil and gas extraction and use affect the environment
55	B5.4 Explore renewable sources of energy
Number	Draft Indicators for Science 3200 Strand C: Circuit Electricity
56	C6.1 Assess the environmental and societal impacts associated with the development of power lines and power plants
57	C6.2 Analyze the design of modern electrical technologies used in residential construction
58	C7.1 Demonstrate an understanding of safety features and practices associated with common electrical devices
59	C7.2 Investigate current, voltage and resistance as it applies to Ohm's Law
60	C7.3 Create and analyze series and parallel circuits and their applications
61	C7.4 Understand and draw schematic diagrams of series and parallel circuits
Number	Draft Indicators for Science 3200 Strand D: Chemical Reactions
62	D8.1 Discuss how chemical reactions are used in industry and assess safety and environmental hazards associated with them
63	D8.2 Analyze how factors affecting rates of chemical reactions are manipulated and identify the personal, environmental and economic impacts
64	D9.1 Use equations to formulate chemical reactions

65	D9.2 Identify the types of chemical reactions
66	D9.3 Investigate factors that affect the rate of chemical reactions
Number	Draft Indicators for Science 3200 Strand E: Genetics
68	E10.1 Assess how the understanding of genetics has improved human health
69	E10.2 Explore the applications of genetic technologies in the modern world
70	E11.1 Describe the structure of DNA and genes
71	E11.2 Recognize the connection between genetic information and its role in determining traits
72	E11.3 Explore genetic diseases relevant to Newfoundland and Labrador
Number	Draft Indicators for Science 3200 Strand F: Public Health and Infectious Disease
74	F12.1 Assess the impact of public health initiatives and maintaining high standards of personal hygiene in fostering healthier communities and individuals
75	F12.2 Analyze how longevity in humans has increased over time as a result of a better understanding of disease through emerging technologies
76	F13.1 Define infectious diseases and explain their causes and treatments
77	F13.2 Describe the body's defense against infections
78	F13.3 Investigate strategies used to reduce the spread of infectious disease
79	F13.4 Explore food safety measures, including food preservation
Number	Draft Indicators for Science 3200 Strand G: Hydraulics and Pneumatics
80	G14.1 Assess the impact of hydraulic and pneumatic systems on daily life and industry
81	G14.2 Identify and investigate careers associated with hydraulic and pneumatic systems
82	G15.1 Explore the factors that affect pressure, including force, area, volume, and temperature

83	G15.2 Identify and explain basic components and functions of hydraulic and pneumatic systems
84	G15.3 Construct a device that utilizes hydraulics or pneumatics