



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

Call for Submissions

Date **September 19, 2023**

Reference Number **2023-9**

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 K, 1, 2, and 3**

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, October 18th, 2023

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 2023-9

4. Ship **eight physical copies** of the resource(s) to:

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

- Clearly label the package(s)

Resource Submission - Reference Number 2023-9

**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 with the subject line:

Resource Submission - Reference Number 2023-9

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

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 - Physical Education Framework & Kindergarten to Grade 3 Outcomes/Indicators

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

	Indicators - Physical Education (K)	Indicators - Physical Education (Gr. 1)	Indicators - Physical Education (Gr. 2)	Indicators - Physical Education (Gr. 3)
	Strand A: Movement Development, Competence, and Engagement Developing movement competence through engagement in a variety of meaningful and relevant movement experiences.			
1.0 Develop movement competencies through engagement in a diverse range of experiences across multiple contexts and settings	Explore a variety of fundamental movement skills when participating in activities in the physical education space	Continue to refine fundamental movement skills when participating in activities in the physical education space	Apply a variety of fundamental movement skills when participating in activities on school grounds	Make movement choices when participating in activities in nature
	Develop movement skills and abilities through storytelling and music	Identify how individual body parts can change the meaning of movements	Connect full body and body part movements in creative and expressive ways	Creatively sequence movements in a short routine
	Control body movements in general space	Maintain self-space during increasingly complex body orientation activities	Maintain body and spatial awareness in relation to other movement concepts such as speed, direction and pathway	Demonstrate movements that incorporate developmentally appropriate spatial awareness, effort and relationship with others
	Explore locomotor and non-locomotor skills	Expand the range of locomotor and non-locomotor skills	Link locomotor and non-locomotor skills into increasingly complex movements	Show an understanding of the mechanics of locomotor and non-locomotor skills
	Explore manipulative skills with a range of developmentally appropriate apparatus	Expand the range of manipulative skills and apparatus	Combine manipulative skills into increasingly complex movements	Demonstrate techniques for a range of complex manipulative skills
	Explore school activities that are connected to the local and global community	Demonstrate skills/ activities that are transferable to the local community and culture	Engage in movement experiences that are based in diverse cultures	Create and share activities relating to knowledge of local and global culture

	Indicators - Physical Education (K)	Indicators - Physical Education (Gr. 1)	Indicators - Physical Education (Gr. 2)	Indicators - Physical Education (Gr. 3)
	Strand B: Understand and Apply Applying and understanding of physical education concepts to a variety of learning experiences and environments.			
2.0 Apply critical and creative thinking skills in a variety of learning experiences and environments	Create a variety of personally meaningful ways to move in the physical education space, classroom, and/or outdoors	Explore multiple ways to move with implements in the physical education space, classroom, and/or outdoors	Solve divergent and convergent movement problems individually, with a partner or with a group	Design divergent and convergent movement problems individually, with a partner or with a group
	Strand B: Understand and Apply Applying and understanding of physical education concepts to a variety of learning experience and environments.			
3.0 Explore the connection between quality of life and the value and relevance of curricular content	Share opportunities for physical activity within the school community	Share opportunities to be physically active outside the school community	Construct plans to be physically active at home	Plan opportunities to be physically active in the community
	Practice ways to identify how the body and mind feel before, during and after physical activity	Evaluate the impacts of how the body and mind feel before, during and after physical activity	Articulate ways in which health, well-being and quality of life improve through physical activity	Evaluate context and setting in relation to personal meaning and enjoyment of physical activity
	Indicators - Physical Education (K)	Indicators - Physical Education (Gr. 1)	Indicators - Physical Education (Gr. 2)	Indicators - Physical Education (Gr. 3)
	Strand C: Personal and Social Well-being Developing and maintaining positive relationships with self and others.			
4.0 Interact respectfully and responsibly in a variety of contexts and across a range of activities from diverse cultures	Follow class rules and expectations in the physical education setting	Explore self and group boundaries in the physical education setting	Analyse responsibility for self and others and its effect on well-being	Practice behaviours that show respect for the abilities and feelings of others
	Recognize characteristics that describe self and others as special, unique and able to succeed	Understand and respect individual differences to create a safe learning environment for all	Demonstrate /model positive interactions and connect with others through play	Respect the perspectives of others through teamwork and collaboration

	Discuss and display ways to play cooperatively	Discuss and demonstrate fair play principles related to physical activity	Analyze and apply fair play principles in physical activity settings	Exhibit an understanding of how fair play principles may influence engagement in physical activity
	Strand C: Personal and Social Well-being Developing and maintaining positive relationships with self and others.			
5.0 Develop strategies for managing personal health, well-being and quality of life	Identify daily decisions and/or choices and how those choices influence health and well-being	Recognize and create daily habits for leading a physically active and healthy life	Exhibit responsibility for personal health and well-being within and outside the school setting	Create simple, realistic goals for healthy living that are short term and long term