



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

### **Call for Submissions**

**Date**                      **February 20, 2024**

**Reference Number**   **2024-01**

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:

#### **World Literature 3207**

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 Standard Time) April 3, 2024**

### **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. supports the indicators listed.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form**:  
To: toddwoodland@gov.nl.ca  
Subject: **Resource Submission** - Reference Number 2024-01
4. Ship 8 physical copies of each 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:

Resource Submission - Reference Number 2024-01

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 **toddwoodland@gov.nl.ca** with the subject line:

**Resource Submission - Reference Number 2024-01**

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

**Todd Woodland  
Manager (A), Curriculum Section  
Division of Program Development  
Department of Education**  
[toddwoodland@gov.nl.ca](mailto:toddwoodland@gov.nl.ca)

### **Appendix 1: Resource Requirements/Preferences**

#### Requirements:

- An anthology surveying a wide range of texts from various cultures and countries/regions, spanning multiple time periods. Specifics include:
  - Traditional
  - Contemporary
  - International range
  - Indigenous content
  - Multicultural content
  - Span of genres, such as:
    - poetry (song, lyric, ballad, epic, narrative, ode);
    - drama;
    - fiction (narrative, folklore, fable, myth, legend, satire, mystery, science fiction, fantasy, dystopian, historical);
    - non-fiction (essay, biography, autobiography, historical, mystery); and
    - visuals (art, advertisement).
- Needs to align with the draft curriculum indicators listed in Appendix 2.
- Resources must be in an accessible format that is compatible with assistive technology.
- A digital pdf version of successful titles will be requested for alternate format materials (AFM) purposes.
- Preferably available in both hard copy and digital formats.
- Estimated quantities of student resources required are 300 (based on current enrollment), with potential for more should enrollment increase.
- Built in ideas for formative and summative assessment preferable.
- Appropriate for high school students.
- The anthology should offer students opportunity to:
  - construct and elaborate upon their own interpretations;
  - increase their awareness of form and technique;
  - appreciate the range and power of language;
  - extend their personal, aesthetic, and socio-cultural awareness;
  - develop as critical readers, writers, and thinkers; and
  - pursue their own reading endeavours.

**Appendix 2: World Literature 3207 Draft Indicators**

Target #1: Communication	
1.1	Communicate their understanding of texts through both formal and informal modes of writing.
1.2	Communicate their understanding of texts through both formal and informal modes of speaking.
1.3	Communicate their understanding of texts through other ways of representing.
1.4	Express understanding and respect for the viewpoints of others.
Target #2: Personal Reflection	
2.1	Make connections between texts and their own personal experiences.
2.2	Justify their own points of view about texts.
2.3	Examine the opinions of others to reflect on their own interpretations of literary texts.
2.4	Reflect on how their own personal bias impacts their response and/or interpretation of the text.
Target #3: Critical Thinking	
3.1	Refine and develop critical thinking strategies.
3.2	Analyze the effective use of literary elements for a variety of purposes.
3.3	Compare and contrast form, genre, and ideas in world literature texts.
3.4	Examine moral and ethical issues presented in world literature texts.
Target #4: Inquiry/Research	
4.1	Read, view and listen to world literature texts for a variety of purposes.
4.2	Explore how context impacts the development of world literature texts.
4.3	Examine how context impacts the transformations of texts over time.