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FED UP



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FED UP

Directed by Stephanie Soechtig

2014 | USA | 92 min

TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of FED UP by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

The Film

Through the moving, emotional stories of three families struggling with weight issues, *Fed Up* explores the sociology, science, politics and industrial agendas that have led to a growing epidemic of childhood obesity. As we meet people struggling daily to improve their diet and nutrition, filmmaker Stephanie Soechtig teams up with journalist Katie Couric to provide a provocative exposé of the food industry, deconstructing tactics and media campaigns employed to avoid nutritional regulation while maximizing profits. Over 30 years' worth of misinformation is debunked through revealing interviews with experts, who help to explain why—despite our preoccupation with appearance and more scientific understanding than ever before—generations of children are growing up to live shorter and unhealthier lives than their parents. *Fed Up* is poignant, cautionary and essential viewing. You may never eat the same way again.

The Filmmaker

Director/producer Stephanie Soechtig is the director and producer of the award-winning documentary *Tapped*. Her directorial debut was hailed by critics as "stunning" and "whip-smart" and went on to sweep film festivals across the country while picking up six awards for Best Documentary Feature. Stephanie began her career in television, producing documentaries for *20/20*, *Primetime Live*, *The O'Reilly Factor* and *VH1*. She joined forces with Michael and Michelle Walrath in 2008 to start the production company, Atlas Films.

Source: <http://fedupmovie.com>

under Menu > The Film > Filmmakers

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VIEWING THE FILM WITH STUDENTS

The following three subsections are intended to provide you with a range of pre-viewing, viewing and post-viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

Pre-Viewing Activities

Ask your students for their thoughts on what it means to live a healthy lifestyle. How does healthy living already exist in their lives? Are there things they could do to improve their health?

Have your students bring in the packaging for their favourite snacks and look at the listed ingredients. What ingredients do they recognize? What ingredients are unfamiliar to them? They should also look at the daily values on the nutrition label. Have your students research and make notes on any items that they don't understand, and then discuss their findings as a class.

Show students the poster for *Fed Up* (http://www.imdb.com/media/rm769447424/tt2381335?ref_=tt_ov_i). Have students work in pairs or small groups to try to identify themes or ideas conveyed by the poster. As a larger group, discuss with students how effective/affective the poster is as a media piece, and what the title of the movie could represent.

Individually, in pairs or as a class, have students create a KWL chart for some or all of the terms below. Students can revisit the chart throughout the film or after they have finished viewing the film.

- Epidemic
- Food and Drug Administration (FDA)
- Healthy Hunger-Free Kids Act of 2010
- Hyper-palatable
- Insulin
- McGovern Report
- Metabolic disease
- Nanny state
- Obesity
- Type 2 diabetes
- United States Department of Agriculture (USDA)
- World Health Organization (WHO)

Print several of the questions or quotations from the Extensions Activities section of this guide on individual sheets of paper. Have students work in small groups or with partners to discuss if they agree with the ideas.

Viewing Activities

Pause the movie after the opening credits (3:34). Ask students to comment on the effectiveness of the introduction and opening credits. Students can also comment on the varied use of multimedia and should consider the questions that Katie Couric asks in her voiceover.

Create a timeline of important dates mentioned in the film.

What are some of the "cures" for obesity that are mentioned in the movie? Keep track of these and revisit after the film.

At the end of the film, there is a list of parties who declined to be interviewed. Pause the film when this list appears. Who are these parties? Why would they not want to participate in this documentary?

Have students complete the PBS viewing guide on documentaries (<http://pov-tc.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

Have students make notes on the different types of footage and techniques that are used throughout the documentary. Students can consider the purpose and effectiveness of lo-fi videos, archival footage, voiceovers and interviews in their notes.

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. As an Extension and/or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail. Encourage students to use multiple levels of Bloom's Taxonomy.

Stop the film at various points and have students provide summaries at each point.

Post-Viewing Activities

Show the students their quotations from the Pre-Viewing Activity and see if their opinions were changed, altered or enhanced by the film.

Have students complete an exit ticket. The exit ticket should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

In the film, Michael Pollan comments, "It's fair to say that the government is subsidizing the obesity epidemic inadvertently through its subsidies of corn, which gets turned into high-fructose corn syrup and all those weird ingredients that you see in processed foods—the maltodextrin, the xanthan gum, all those words you can't pronounce. Basically sugar.... On the one hand, they're subsidizing precisely the foods that are making us sick, and then, on the other, are now on the hook to set the standards for school lunch with our kids." Using this as a prompt, have students write a two-paragraph written response.

One of the issues presented in the film is the USDA's conflict between promoting public health and promoting US agricultural products. What was the original purpose of the USDA? What kind of effects does this conflict have on public health? Have students visit <http://www.choosemyplate.gov/kids/index.html>. As they critically explore the interactive website, have your students keep this conflict in their minds. What kind of foods are promoted as being "healthy?" Regroup and discuss.

In the film, Senator Tom Harkin says, "The Federal Trade Commission has less authority to regulate advertising to kids than it does to adults. You would think that it would be the other way around." Read the WHO's recommendations on marketing food and non-alcoholic beverages to children (<http://www.who.int/dietphysicalactivity/marketing-food-to-children/en/>). What are the recommendations in the document? Can your students think of any television food ads that are aimed at children?

For homework, have students watch 30 minutes of television aimed at their age group—for example, a cartoon. Students should keep track of the commercials that are aired, and the products that are being sold in the commercials. What types of food and drinks are being advertised, and how are these products branded? They should also pay attention to any food products that are marketed or consumed in the show itself.

In the film, Margo Wootan comments, "Gas stations used to sell gas. Now they're all convenience stores, and there's junk food at the checkout everywhere." After reading "The Geography of Fast Food" (<http://www.npr.org/blogs/thesalt/2014/03/14/290122911/see-more-eat-more-the-geography-of-fast-food>), have students use Google Maps or actually venture outside of the school to see the types of food that are available to them within a five to 10-minute walk in any direction. Where can they purchase junk food? Where can they purchase "real" food? What types of food are easier and more accessible to purchase? Have students compare their results and discuss in relation to the film and the NPR article.

Have students use Canada's "Create My Food Guide" tool (<http://www.healthycanadians.gc.ca/eating-nutrition/food-guide-aliment/index-eng.php>) to customize their own food guides, based on their age, sex, favourite foods and levels of activity. Students can print their guides off for easy reference.

Take a look at the Let's Move! website (<http://www.letsmove.gov/>) and focus on the recommendations that are given for healthy living and combatting childhood obesity. With the information you learned in the film, write a letter to the White House (<http://www.whitehouse.gov/contact/write-or-call>) and offer suggestions on how you think child obesity can be tackled.

In early 2014, Michelle Obama proposed changes to nutrition labels on food packaging in the US. Take a look at the proposed reforms to the nutrition labels (<http://www.cbc.ca/news/health/nutrition-labels-on-food-packaging-under-microscope-in-u-s-canada-1.2553460>), and look specifically at sugar. What has been changed or added to the existing nutrition labels in the US? What would you change or add to the existing nutrition labels in Canada?

In 2013, doctors in Britain revealed a "10-point plan" to battle obesity (<http://www.theguardian.com/society/2013/feb/18/doctors-soft-drinks-tax-obesity>) and in 2014, Brazil issued their own new dietary guidelines (<http://www.foodpolitics.com/2014/02/brazils-new-dietary-guidelines-food-based/>). Compare and contrast the two plans. What are some other initiatives that are occurring around the world and in your own country? What are the challenges of implementing these initiatives?

WEBSITES AND ONLINE RESOURCES

About the Film

<http://fedupmovie.com>

Facebook: <https://www.facebook.com/FedUpMovie>

Twitter: <https://twitter.com/fedupmovie>

Additional Resources

100 Days of Real Food: A family blog by Lisa Leake that focuses on cutting out processed foods and replacing them with real food. Meal plans and recipes are available for free, and you can try the 10 Day Pledge.

<http://www.100daysofrealfood.com/>

American Heart Association: The AHA provides recommendations and information on sugar consumption.

http://www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/HealthyDietGoals/Sugars-and-Carbohydrates_UCM_303296_Article.jsp

Canada's Food Guide: Resources for educators and communicators on Canada's Food Guide.

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/edu-comm/index-eng.php>

CNN: The difficulty of eating "real food" for a month.

<http://www.cnn.com/2010/HEALTH/02/23/real.food.challenge/>

Food N' Me: Food N' Me includes a series of interactive games and information for children and families that promotes healthy eating with others.

<http://www.foodnme.com/>

ODI: Should the world go on a diet in 2014? The Overseas Development Institute examines obesity around the world in its report on "Future Diets."

<http://www.odi.org.uk/future-diets>

Ontario Ministry of Education: In 2010, Ontario introduced its School Food and Beverage Policy. The following link provides the policy document, as well as tools and resources to implement the policy.

<http://www.edu.gov.on.ca/eng/healthyschools/policy.html>

TED Talks: Jamie Oliver discusses his anti-obesity project in Huntington, West Virginia and the need to overcome our ignorance about the food we eat.

https://www.ted.com/talks/jamie_oliver

The Globe and Mail: An article that explores the mixed messages professional athletes send when promoting junk food.

<http://www.theglobeandmail.com/life/health-and-fitness/health/study-slams-athletes-promoting-junk-food/article14698232/>

The Guardian: Aseem Malhotra explores how Big Food companies are willfully harming children.

<http://www.theguardian.com/commentisfree/2014/mar/16/big-food-in-denial-about-harm-of-sugar>

The Guardian: 2013 series on the obesity crisis.

<http://www.theguardian.com/society/series/the-obesity-crisis>

UBC: The results of Quebec's 32-year ban on fast food advertising.

<http://www.publicaffairs.ubc.ca/2012/02/01/do-advertising-bans-work/>

World Health Organization: The Technical Report Series 916 focuses on diet, nutrition and the prevention of chronic illnesses.

<http://www.who.int/dietphysicalactivity/publications/trs916/en/>

Various Links for Lesson Plan Ideas, Media Awareness, Critical Literacy and Documentary Films

Using Docs in the Classroom: A teacher librarian's personal website where there are excellent resources for teaching with documentary films.

http://www.frankwbaker.com/using_docs_in_the_classroom.htm

Media Awareness: A Canadian nonprofit media education and internet literacy resource library.

<http://www.media-awareness.ca>

Center for Media Literacy: A US website which provides several resources for making, understanding and criticizing media.

<http://www.medialit.org>

The National Film Board of Canada: On this site is an area with teaching resources and short documentary films that can be used as teaching aids.

<http://www.nfb.ca>

Hot Docs' Looking at Documentaries: A teaching guide that sets out questions designed to help teachers include the study of documentary film in their curriculum. Free PDF download.

http://www.hotdocs.ca/youth/docs_for_schools_monthly_resource_materials

EXTENSION ACTIVITIES

Additional Questions for Pre-Viewing or Post-Viewing Activities

What was the purpose of profiling young people in this film?

The media has been covering the problem and solution of obesity for over 30 years. How and why is obesity still an issue? How has the media contributed to the problem of obesity? Consider the news media and other media sources, such as reality television shows or sitcoms.

Brady Kluge talks about how eating is part of the lifestyle in the southern US. What kind of an impact does culture have on what we consume?

What kind of generalizations are applied to overweight individuals?

What does it mean to "eat healthier?"

Why is a calorie not a calorie? Examine the science behind this claim.

Do we actually have choices in what we consume?

What are some of the marketing initiatives used to sell junk food and fast food to children? Why are these initiatives effective?

In the film, Marion Nestle says that she "saw a new major analysis that says that soft drinks have nothing to do with obesity, and the study was sponsored in part by Coca Cola." What are some of the problems with industry-funded studies on obesity?

In the film, Wesley Randall says, "I make bad decisions when I'm at school at lunchtime and breakfast time... Either you eat or you starve." Think about the food options that are available to you in your school. What do you have access to? What kind of healthy options are offered and how many people eat the healthy options? Does your school have exclusive contracts with any food companies?

In the film, there is a discussion of parental responsibility in the fight against childhood obesity. What is the role of a parent in this epidemic? Do parents actually have complete control over what their children consume? How can parents model healthy eating and what are some environmental factors that could compete with this?

In the film, Dr. Robert Lustig says, "This is not just a problem of the obese. It's a problem of everybody." What are some of the short-term and long-term consequences of obesity on health, economics and our society as a whole?

What "cues to eat" do you come across in your everyday life?

What do you consider to be "real" food? Where would you find this type of food in the supermarket or grocery store?

How are socioeconomics related to food and nutrition?

QUOTATIONS FROM THE FILM TO EXPLORE

1. *"Everything in the grocery store is made with less fat and fewer calories and yet our kids keep getting bigger and sicker. It makes no sense."* Katie Couric
2. *"We are not going to exercise our way out of this obesity problem."* Margo Wootan
3. *"As physicians, we know how to take care of a 50-year-old or 60-year-old with type 2 diabetes. What none of us has done is take care of that 10-year-old with type 2 diabetes for five, six, seven decades. We don't know the consequences of that, and that scares me greatly."* Dr. David Kessler
4. *Sugar is poison.* "Dr. Robert Lustig
5. *"Food addiction is a real thing. It's not a metaphor. It's a biological fact. Studies show that your brain lights up with sugar just like it does with cocaine and heroin."* Dr. Mark Hyman
6. *"If a foreign nation was causing our children to become obese, that's going to affect their health and hurt their happiness, cause them to be depressed, have poor self-esteem—if a foreign nation were doing that to our children, we'd probably go to war. We would defend our families. So why do we accept this from our own country?"* Dr. Harvey Karp
7. *"While food nutrition labels list government recommended daily amounts of various nutrients, today, when you look on any food label, you will not find sugar listed with a percentage for the daily recommendation."* Katie Couric
8. *"The question is whether our government has been complacent or even complicit with this food debacle. And the answer is: absolutely. The sugar industry is extraordinarily powerful and there's a lot of money involved."* Dr. Robert Lustig
9. *"Did you ever stop to think what happened to the fat in the milk when it became skim?"* Michael Moss
10. *"The problem is [children] don't see any commercials for bananas, strawberries, zucchinis and broccoli. It shapes the whole way they think about food—what they think food is."* Margo Wootan
11. *"What does it say about our society if we would rather send children to such mutilating [gastric bypass] procedures but yet lack the political will to properly fund school nutrition and ban junk food advertising to children? It reflects a systematic political failure. We're the richest society in the world. We've failed because we've placed private profit and special interests ahead of public health."* Dr. David Ludwig
12. *"Many people think that if you're thin, you're healthy, but that's not really necessarily true. You can be fat on the inside and skinny on the outside, or metabolically obese normal weight. It's very dangerous and it leads to all the same consequences as being fat, such as heart attacks, strokes, cancer, dementia and diabetes."* Dr. Mark Hyman
13. *"Soda is the cigarettes of the 21st century."* Mark Bittman
14. *"Right now, healthy eating is like swimming upstream. If you want to eat better, you have to work so hard against the food environment, which is always pushing you to eat more."* Margo Wootan

CULMINATING ACTIVITY: EXAMINING THE ISSUES

In groups of four, you are going to identify one of the issues presented in the film. Some examples include:

- An increase in type 2 diabetes among young people
- Junk food marketing aimed at children
- Misleading food nutrition labels
- The government's conflict between protecting public health and promoting agricultural products

In a presentation, you will:

- Outline the problem
- Discuss the negative short-term and long-term consequences
- Address some possible solutions

You should use a variety of multimedia in your presentation, including images, videos and supporting links. Make sure you include a works cited page for all multimedia and information that you use.

You will present your selected issue as a group, and the presentation tool is up to you. Here are some suggestions for digital presentation tools:

- Glogster (<http://edu.glogster.com/>)
- Prezi (<http://prezi.com/>)

Do you want to take your idea to the next level? Consider using TakingITGlobal's *Guide to Action* (http://tig.phpwebhosting.com/guidetoaction/Guide_to_Action_en.pdf).

ASSIGNMENT RUBRIC: EXAMINING THE ISSUES

Name: _____ Group: _____

Knowledge/Understanding

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Clear understanding of the facts, ideas and concepts in the given task, and persuasively represents the position of the individual or group.	Demonstrates limited knowledge of the given task and communicates with a limited degree of understanding and persuasiveness.	Demonstrates moderate knowledge of the given task and communicates with a moderate degree of understanding and persuasiveness.	Demonstrates considerable knowledge of the given task and communicates with a considerable degree of understanding and persuasiveness.	Demonstrates thorough knowledge of the given task and communicates with a thorough degree of understanding and persuasiveness.	/5

Thinking/Inquiry

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Uses critical and creative thinking processes to generate and develop ideas.	Uses critical and creative thinking processes with limited effectiveness.	Uses critical and creative thinking processes with some effectiveness.	Uses critical and creative thinking processes with considerable effectiveness.	Uses critical and creative thinking processes with a high degree of effectiveness.	/5

Application

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Making connections within and between various contexts.	Makes connections within and between various contexts with limited effectiveness.	Makes connections within and between various contexts with some effectiveness.	Makes connections within and between various contexts with considerable effectiveness.	Makes connections within and between various contexts with a high degree of effectiveness.	/5

Communication

	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5	
Organization of ideas and multimedia.	The presentation contains numerous grammatical, spelling or punctuation errors. No multimedia included.	The presentation contains some grammatical, spelling or punctuation errors. Some multimedia may be included.	The presentation is largely free of grammatical, spelling or punctuation errors. Multimedia is included.	The presentation is free of grammatical, spelling and punctuation errors. Relevant and engaging multimedia is included.	/5
Delivery (eye contact, audible, enthusiasm)	The student did not engage the audience.	The student engaged the audience for some of the time.	The audience was engaged for most of the time.	The audience was engaged throughout the presentation.	

Comments:

Total: _____ /25 = _____ /100

EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 11 Media Arts	<ul style="list-style-type: none"> demonstrate an understanding of responsible practices associated with producing, presenting and experiencing media art works.
Grade 11 Media Studies	<ul style="list-style-type: none"> demonstrate an understanding of a variety of media texts. deconstruct a variety of types of media texts, identifying the codes, conventions and techniques used and explaining how they create meaning. demonstrate an understanding of the impact of regulation, ownership and control on access, choice and range of expression.
Grade 7 & 8 Languages	<ul style="list-style-type: none"> generate, gather and organize ideas and information to write for an intended purpose and audience. draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience. use editing, proofreading and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 9-12 English	<ul style="list-style-type: none"> generate, gather and organize ideas and information to write for an intended purpose and audience. demonstrate an understanding of a variety of media texts. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
Grade 11 American History	<ul style="list-style-type: none"> analyze the historical process of change in the context of events that have transformed the United States. explain how American social and political identity has changed over time. demonstrate an understanding of the development of American political systems and structures.
Grade 10 Civics	<ul style="list-style-type: none"> analyze a variety of civic contributions, and ways in which people can contribute to the common good. analyze a civic issue of personal interest and develop a plan of action to address it.
Grade 11 Introduction to Anthropology, Psychology and Sociology	<ul style="list-style-type: none"> use anthropological, psychological and sociological perspectives to explain how diverse factors influence and shape human behaviour and culture
Grade 12 Politics	<ul style="list-style-type: none"> analyze the factors that determine the power and influence of a country. analyze how international organizations, the media and technology are able to influence the actions of sovereign states.
Grade 12 Philosophy	<ul style="list-style-type: none"> illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life. demonstrate an understanding of the main questions, concepts and theories of social and political philosophy.

Grade 10 Health and Physical Education	<ul style="list-style-type: none"> analyze the role of individual responsibility in enhancing personal health. analyze the social factors that influence personal health.
Grade 9 Family Studies	<ul style="list-style-type: none"> complete an assessment of the importance of meeting the food needs of family members. identify the various reasons for the choices people make about food. complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation) using current social science research methods.
Grade 12 Family Studies	<ul style="list-style-type: none"> identify and evaluate the various ways in which the media can be seen as agents of socialization. identify the economic, political and environmental factors that affect food production and supply throughout the world. plan, perform and present the results of an investigation into the nutritional status of Canadians.
Grade 11 Economics	<ul style="list-style-type: none"> explain how changes in prices, incomes and the cost of living affect the decisions that are made by consumers. explain how self-interest in a market makes consumers and producers interdependent.
Grade 9 or 10 Food and Nutrition	<ul style="list-style-type: none"> demonstrate an understanding of the nutritional and health recommendations in Canada's Food Guide. demonstrate an understanding of eating patterns that contribute to optimal physical health. demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food. demonstrate an understanding of various factors that influence food choices. demonstrate an understanding of how media and advertising messages affect food choices. demonstrate an understanding of where various foods are produced.
Grade 11 Food and Culture	<ul style="list-style-type: none"> demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures. demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries. demonstrate an understanding of the influence of culture on how people obtain, prepare, serve and consume food.
Grade 12 Nutrition and Health	<ul style="list-style-type: none"> demonstrate an understanding of nutrients and their connection to physical health. demonstrate an understanding of Canada's Food Guide and its role in promoting physical health. demonstrate an understanding of food- and nutrition-related issues at different stages in the lifespan. demonstrate an understanding of the relationships between nutrition, health and disease. demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.

Grade 12 Science	<ul style="list-style-type: none"> • assess how personal and societal factors affect eating behaviours, and evaluate the social and economic impact of the use of non-nutrient food additives. • investigate chemical components of and energy in food and the processes by which food is digested. • assess the impact of scientific research, technological advances and government initiatives on public health. • investigate various strategies related to contemporary public health issues. • demonstrate an understanding of major public health issues, past and present. • analyze a variety of social, ethical and legal issues related to applications of biotechnology in the health, agricultural or environmental sector.
Grade 12 Biology	<ul style="list-style-type: none"> • analyze the role of metabolic processes in the functioning of biotic and abiotic systems, and evaluate the importance of an understanding of these processes and related technologies to personal choices made in everyday life. • demonstrate an understanding of the chemical changes and energy conversions that occur in metabolic processes.
Grade 12 Chemistry	<ul style="list-style-type: none"> • assess the social and environmental impact of organic compounds used in everyday life, and propose a course of action to reduce the use of compounds that are harmful to human health and the environment.

The Overall Expectations listed above are from *The Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations, can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>