



Goodheart-Willcox Publisher

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Correlation of <i>Guide to Good Food</i> ©2015		
to the Mississippi 2014 Family and Consumer Science Framework		
for Nutrition and Wellness		
COMPETENCY		CORRELATING PAGES
Unit 1 – Orientation and Lab Safety		
1	Describe local high school or career/technical center policies and procedures including dress code, attendance, academic requirements, discipline, lab rules and regulations, and transportation regulations.	IRCD-Foods Lab Resources text: 397,478, 479
2	Explore leadership skills and personal development opportunities provided for students by student organizations, including FCCLA.	text: 3, 149, 257, 457, 476–483, 487–488, 491
3	Analyze how vital safety is in the foods lab.	text: 139–144
4	Implement safe work habits to prevent injuries. (ongoing)	text: 128–143, 165–166, 168–177, 186–187
5	Explain emergency techniques and procedures.	text: 140, 142–146
Unit 2 – Meal Planning and Preparation		
1	Identify food preparation tools and equipment and their use.	text: 164–196
2	Demonstrate the proper procedures for measuring ingredients.	text: 241–244, 253–255
3	Evaluate procedures that preserve nutritional quality, sanitation, and safety during food preparation.	text: 128–139, 145–147, 262–263, 273–277, 290–292, 300–306, 318–319, 337, 350–352, 364–365, 387–413
4	Prepare and critique food products.	text: 73–74, 78–79, 233–243, 263–269, 278–284, 286, 293–295, 297, 306–313, 315, 322–326, 329, 339–344, 347–348, 353–355, 358, 365–369, 371, 375–382, 384, 391–394, 396–401, 403, 408–411, 413, 415–418, 420–421
5	Demonstrate proper social etiquette.	IRCD-Ch. 7 Handouts 3, 4, and 5 text: 157–160, 162, 426–430, 434, 439
Unit 3 – Exercise and Diet		
1	Understand the role of energy in well-being and performance.	text: 104–122, 125–127
2	Describe the effects of body weight on overall wellness.	text: 112–122, 126–127
3	Evaluate methods of weight control.	text: 107–109, 112–122, 126
4	Understand malnutrition and its effect on wellness.	text: 8, 26, 81–95, 102, 122–124



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5	Describe the concept of personal fitness.	text: 61, 82–83, 86, 88–89, 91, 93, 95, 104–109
6	List health risk factors and their effect on personal fitness.	text: 29–32, 34, 57–59, 114
7	Understand the role of exercise in maintaining a lifelong program of physical fitness.	text: 60–61, 82–84, 86, 88, 91, 93, 95, 102, 105, 107–109, 117–118, 126–127
8	Discuss the concepts of body composition in relation to personal fitness.	text: 112–114, 127
Unit 4 – Science of Food		
1	Explain the connection between nutrition and wellness.	text: 7–8, 26, 57–58
2	Describe the classes and types of nutrients.	text: 27–50
3	Describe the various functions of the six classes of nutrients.	text: 27–50
4	Explain the processes of digestion, absorption, and metabolism.	text: 50–52
Unit 5 – Healthy Food Choices		
1	Plan menus for individuals and groups.	text: 63–68, 78–79, 197–201, 214–215
2	Apply acceptable food purchasing guidelines.	text: 130, 202–212, 214–228, 232
Unit 6 – Home Food Preservation		
1	Discuss the benefits of home food preservation	text: 441–442
2	Describe the common forms of food preservation.	text: 441–452
Unit 7 – Global Cuisine		
1	Identify major regions of the world that contribute to ethnic food choices.	text: 491–696
2	Discuss factors that influence food choices in these regions.	text: 491–696
3	Select and prepare a sampling of various ethnic foods.	text: 631, 698
Unit 8 – Careers in Nutrition and Wellness		
1	Describe the role of decision-making in setting and attaining goals related to nutrition and wellness.	text: 6–7, 461
2	Describe employment opportunities and responsibilities related to nutrition and wellness.	text: 13, 26, 67, 92, 112, 138, 159, 173, 190, 205, 225, 251, 259, 275, 292, 304, 320, 341, 355, 361, 380, 397, 416, 424, 452, 465, 477