

Goodheart-Willcox Publisher Correlation of				
Guide to Good Food ©2015				
to Tennessee Department of Education				
Section A – Human Services				
Course: Nutrition Across the Lifespan				
	STANDARD	CORRELATING PAGES		
	Safety & San	itation		
1.	Compile and critique safety and sanitation	128-144, 145-146, 337, 340		
	procedures related to handling, preparing,			
	storing, and serving food from industry-			
	approved technical manuals and			
	government published fact sheets. Identify			
	and review general common laboratory			
	safety procedures including but not			
	limited to prevention and control			
	procedures and personal hygiene			
	expectations. Incorporate safety			
	procedures and complete safety test with			
	100 percent accuracy.			
_	Nutrition and Heal	th Overview		
2.	Synthesize research published by	7-8, 13-14, 56-63, 80-98,102-103, 104-127		
	government agencies or academic journals			
	on the contribution of nutrition and			
	exercise to achieving optimum physical,	TE 14, 58, 65, 82-83, 85, 88		
	mental, and social well-being at all stages			
	of development across the life span.			
	Create an informative essay illustrating			
	findings on the nutritional needs of			
	individuals and families in relation to age,			
	gender, activity level, and health status.			
2	Anatomy and Physic	Diogy of Nutrition		
3.	create a model or graphic illustration that	50-52, 55, 104-107, 112-115		
	the sector intertined (CI) systems. Survivies of			
	the gastrointestinal (GI) system. Explain			
	the function of each structure in the	TE 51		
	process of digestion, absorption,			
	transport, and use of nutrients in the			
	body. Research and develop a logical			
	explanation of how the body deals with			
	deficiencies and surplus nutrients, citing			
	specific textual evidence on the impact on			
	an individual's health.			



1	Identify analyze and visually represent	25-50 54-55
4.	the macro, and micro putrients required	25-50, 54-55
	in the human dist. Include the common	16. 55,45, 40
	food sources of those nutrients their	
	food sources of those nutrients, their	
	chemical properties, and function in the	
	body, as well as the influence upon	
	biological systems in reference to	
	maintenance and growth. a. Macro	
	nutrients include: carbohydrates, lipids,	
	and proteins	
	b. Micro nutrients include: minerals,	
	vitamins, and water	
5.	Accurately read, interpret, and	56-71, 77-79, 225-227, 230-232
	communicate understanding of guidance	TE: 45, 82, 225
	from the U.S. Food and Drug	
	Administration (FDA), and other	
	regulators, such as nutrition labels and	
	daily value recommendations using	
	accurate symbols, key terms, and other	
	domain-specific words and phrases	
6	Research and prepare informational	54 80-99 102-103
0.	artifacts for consumers that present the	51,00 55,102 105
	specific nutritional guidelines for each	TE- 17 82 87 88 05
	specific nutritional guidennes for each	12. 47, 62, 67, 66, 55
	accurate terms and symbols life span	
	accurate terms and symbols. Life span	
	pliases should include.	
	a. Dif (i) (0 1 year	
	D. Todulernood	
	u. School age	
	e. Puberty and addrescence	
	f. Pregnant and lactating females	
	g. Early adulthood	
	n. Middle adulthood	
_	I. Late adulthood	
7.	Analyze a variety of meal plans that meet	63-74, 78-79, 110-111, 126, 198-201, 206-211,
	nutritional requirements (caloric and RDA)	214-215, 234-249, 253-255, 426-430, 438-439
	as recommended by the U.S. Food and	
	Drug Administration (FDA). Create a meal	TE: 65, 68,73, 82, 88, 110, 121, 234, 235, 236,
	plan that addresses the nutritional needs	241,242, 427, 429
	of a specific individual based on their age,	
	gender, activity level and other factors,	
	and justify choices using evidence. Select,	
	prepare, and serve food(s) from the meal	
	plan following recipes precisely, including	
	defining and utilizing specific culinary and	



	measurement terms as needed. Practice	
	proper serving and etiquette principles	
	during appropriate situations.	
8.	Keep a food journal and compare an	3, 68, 78, 116
	recommendations for their respective age	TE: 68, 116
	recommendations for their respective age,	11. 08, 110
	Write a summary of the findings and	
	include conclusions drawn on	
	recommendations of how the diet could	
	be modified to make up for deficiencies	
	and surpluses.	
9.	Compare and contrast alternative diet and	81-98, 102-103, 105-111, 126-127
	lifestyle approaches to recommended	
	dietary requirements for individuals of the	
	same age and gender. Explain the reasons	
	for the dietary differences in an	
	informational artifact summarizing	
	information to describe the physiological	
	differences of the lifestyles, including, but	
	not limited to:	
	a. Differences in physical activity (i.e.	
	athletic training)	
	b. Differences in religious or ethical values	
	(i.e. vegetarian, vegan, kosher)	
	c. Differences based on disease or	
	physiological need (i.e. gluten free,	
	elimination or rotation diets)	and Chaires
10	Food Preference	
10.	toxt the factors that contribute to food	7-21, 23-24
	choices and preferences including cultural	
	geographical economic psychological	
	and societal influences. Describe the most	
	likely results of preferences and external	
	factors on nutritional intake.	
	a. Example of geographical external factor	
	on nutritional intake: Individual living in an	
	area without adequate sunlight exposure	
	may need to eat a diet rich in Vitamin D to	
	make up for vitamin deficiency.	
	b. Example of geographical preference on	
	food choice: Individual living in a colder	
	climate might prefer methods of cooking	
	that keep heat in the living area, while an	
	individual living in a warmer climate might	



	prefer preparation methods that reduce heat.	
11.	Form a hypothesis and design and conduct an experiment to identify the role of the senses and/or food preparation techniques in food choices. Summarize experiment results into an argument making a claim about the impact of variables on food choice. Compare results to findings in news media and note when findings support or contradict previous	16, 78, 207, 214
12.	Research nutritional claims of various diets and use appropriate/reliable sources of nutritional information to determine the validity of those claims. Use nutritional databases, food label information, and other sources to analyze the nutrient composition of one day of foods on each diet investigated. Create a graphic illustration comparing actual nutrition provided by each diet to the recommended nutrition requirements for an individual with specific characteristics, noting similarities and differences in two diets.	14, 103, 118-119,126
	Nutritional Issues a	and Controversies
13.	Synthesize evidence from multiple sources to analyze topics in nutrition, including but not limited to: a. The use of genetically modified foods b. Artificial sweeteners versus natural sugar c. Organic and local food movements d. Benefits and risk of different forms of dieting e. Use of probiotics Evaluate the validity and credibility of source materials and deduce the principle arguments for each, carefully weighing the author's evidence against potential biases.	14-15, 18-21, 23, 118-119, 222-223 TE: 20, 222, 223
14.	Describe the correlation of energy balance, lifestyle, diet, age, gender, and metabolism to the obesity epidemic in America. Compare and contrast how different diets, habits, heredity, and	89, 91, 105-115, 126



	physical characteristics contribute to obesity. Research various initiatives that have sought to fight obesity and improve nutrition across the nation. Summarize the intended result of an initiative in an	
	explanatory essay, informational artifact, or presentation.	
15.	Investigate the food supply from point of origin to the point of sale – analyzing handling, transportation, storage, processing, and packaging – to identify where food safety and nutritional value could be compromised. Compare this to the food handling, transportation, storage, processing, and preparation from point of sale to the table by creating a graphic illustration indicating where food is most susceptible to contamination, food-borne illness, spoilage, and nutrient loss.	16-21, 23-24, 129-140, 146-147
16.	Demonstrate food selection and preparation methods that maximize the nutritional value of foods while minimizing dietary health risks. Plan and conduct nutrition laboratory experiments to determine the physical and chemical changes of food structure through chemical reactions. Communicate results of experiences, including comparing and contrasting results to findings in a report. Demonstrate relationships among concepts including, but not limited to: a. Heat b. Acidity level c. Fermentation d. Millard reactions e. Chemically processed foods f. Preparation techniques and product yield	262-267, 269-270, 272-284, 286-287, 289-295, 297-298, 300-313, 315-316, 318-326, 329-330, 332-344, 347-348, 350-355, 358-359, 361-369, 371-372, 374-382, 384-385, 387-401, 403-404, 406-418, 420-421