



**Goodheart-Willcox Correlation of
 Guide to Good Food: Nutrition and Food Preparation ©2018
 to Oklahoma Standards for Career Tech / Family & Consumer Sciences
 Course: Nutrition, Food, and Wellness – Grades 9-12**

Standard	Correlating Textbook Pages
The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
apply interpersonal communication skills in business and industry settings	63 (#25), 696–697 (Communication Skills), 698–700 (Interpersonal Skills), 703 (#16 and 22),
explain and recognize the value of collaboration within the workplace	698–699 (Teamwork), 703 (#16 and 18)
examine the importance of time management to succeed in the workforce	694 (Time Management), 703 (#16 and 19)
identify work ethics in a job setting	693 (Ethical Workplace Behavior), 702 (#6), 703 (#23)
identify professionalism in a job setting	693 (Professionalism), 702 (#6), 703 (#16)
develop problem-solving skills	696 (Decision Making and Problem Solving), 696, (Figure 36.10), 703 (#18 and 22)
develop critical-thinking skills	696 (Decision Making and Problem Solving, 2 nd paragraph), 703 (#18), 703 (Critical Thinking and Problem Solving, #21–23)
The student understands the role of nutrients in the body. The student is expected to:	
classify nutrients	101–102 (The Nutrients), 114 (#3)
classify [the] functions [of nutrients]	103 (Functions of Carbohydrates), 106–107 (Function of Fats), 114 (#3 and 8), 132 (#6)
classify [the] food sources [of nutrients]	103 (Sources of Carbohydrates), 109–110 (Sources of Protein), 114 (#12), 115 (#20), 132 (#5)
compare the nutritive value of various foods	139–141 (Focus on Variety), 143 (Figure 8.7), 155, (#23), 271–273 (Nutrition Labeling, Health Content claims), 276 (#14)
assess the effects of nutritional intake on health	135 (Physical Benefits), 136–137 (Risks of Unhealthy Lifestyle Habits), 136 (Figure 8.2), 154 (#3–4), 155 (#18)
assess the effects of nutritional intake on appearance	135 (Right column, 2 nd full paragraph), 154 (#3), 155, (#17 and 18)
assess the effects of nutritional intake on effective job performance	135–136 (Social Benefits), 155 (#18 and 21), 181 (#24), 194 (Planning Meals for School-Age Children, 1 st paragraph)
assess the effects of nutritional intake on personal life	135–136 (Social Benefits), 155 (#18 and 21), 168 (Right column, last paragraph)



analyze various dietary guidelines throughout the life cycle, including pregnancy	183–187 (Nutrient Needs During Pregnancy), 206 (#3), 207 (#17 and 21)
analyze various dietary guidelines throughout the life cycle, including infancy	188–191 (Nutritional Needs of Infants), 206 (#6), 207 (#21)
analyze various dietary guidelines throughout the life cycle, including childhood	191–195 (Nutritional Needs of Preschool Children), 206 (#9), 207 (#21 and 25)
analyze various dietary guidelines throughout the life cycle, including late adulthood	200–201 (The Later Years), 206 (#12), 207 (#21)
apply various dietary guidelines throughout the life cycle	137–153 (Dietary Guidelines for Americans), 154 (#9), 155 (#17 and 21), 182–203 (Chapter 10: Life-Cycle Nutrition and Fitness)
compare personal food intake to recommended dietary guidelines	137–148 (Dietary Guidelines for Americans), 155 (#17 and 22), 182–203 (Chapter 10: Life-Cycle Nutrition and Fitness), 259 (#24)
The student understands the principles of digestion and metabolism. The student is expected to:	
describe the [process] of digestion	111–113 (Digestion and Absorption), 114 (#13 and 14), 115 (#22 and 24)
describe the [process] of metabolism	113 (Metabolism), 114 (#10), 115 (#16), 180 (#4)
calculate basal metabolism	157 (Basal Metabolism), 158 (Figure 9.1), 181 (#20)
calculate activity metabolism	157 (Physical Activity), 175 (Increasing Physical Activity), 175 (Figure 9.16), 181 (#23 and 25)
explain basal metabolism	157 (Basal Metabolism), 180 (#3 and 4)
explain activity metabolism	157 (Physical Activity), 175 (Increasing Physical Activity), 180 (#5), 181 (#24)
explain factors that affect [basal metabolism]	157 (Basal Metabolism), 158 (Figure 9.1), 180 (#3 and 4)
explain factors that affect [activity metabolism]	157 (Physical Activity), 175 (Increasing Physical Activity), 180 (#5), 181 (#24)
apply knowledge of digestion when making decisions related to food intake	111–113 (Digestion and Absorption), 112 (The Digestion Process), 114 (#6), 115 (#22), 181 (#25)
apply knowledge of digestion when making decisions related to physical fitness	111–113 (Digestion and Absorption), 165 (Planning a Pregame Meal), 180 (#10), 181 (#25)
apply knowledge of metabolism when making decisions related to food intake	113 (Metabolism), 115 (#16), 180 (#3 and 6), 181 (#23)



apply knowledge of metabolism when making decisions related to physical fitness	113 (Metabolism), 157 (Physical Activity), 180 (#5), 181 (#23 and 25)
locate community resources that promote physical activity	159–160 (Right column, 1 st full paragraph), 163 (Right column, 3 rd full paragraph), 180 (#8), 181 (#21)
locate community resources that promote fitness	159–160 (Right column, 1 st full paragraph), 163 (Right column, 3 rd full paragraph), 180 (#8), 181 (#21)
explain the relationship of activity levels to health and wellness, including weight management	138–139 (Follow a Healthy Eating Pattern Across the Life Span), 166–177 (Weight Management), 181 (#13, 24, 27)
explain the relationship of caloric intake to health and wellness, including weight management	154 (#3 and 6), 155 (#17), 170 (Determining Daily Calorie Need), 171 (Making Calorie Adjustments)
The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	
research the long-term effects of food choices	115 (#19), 135–137 (Benefits of Healthy Choices), 154 (#3), 206 (#3), 207 (#21)
outline strategies for prevention of diet- related diseases	135–137 (Benefits of Healthy Choices), 136–137 (Risk of Unhealthy Lifestyle Habits), 145–148 (MyPlate), 154 (#3), 155 (#17)
outline strategies for treatment of diet- related diseases	203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
outline strategies for management of diet-related diseases	203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
determine the effects of food allergies on individual health	190 (Left column, 2 nd paragraph), 204 (Figure 10.19, 4 th row), 206 (#7), 207 (#26)
determine the effects of food allergies on family health	190 (Left column, 2 nd paragraph), 201–202 (Special Diets), 206 (#7), 207 (#26), 246 (Right column, 1 st complete paragraph)
determine the effects of food intolerances on individual health	190–191 (Left column, last paragraph), 206 (#7), 359 (Left column, 2 nd full paragraph), 360 (Learn About: Dairy Milk Alternatives), 360 (Know and Apply, #1–2)
determine the effects of food intolerances on family health	190–191 (Left column, last paragraph), 201–202 (Special Diets), 206 (#7), 369 (#19)
plan diets based on life cycle	138–139 (Follow a Healthy Eating Pattern Across the Life Span), 182–205 (Chapter 10: Life-Cycle Nutrition and Fitness), 207 (#19, 21, 22)
plan diets based on activity level	138–139 (Right column, 5 th paragraph), 139 (Figure 8.4), 155 (#22), 164–166 (Nutrition for Athletes), 181 (#25)



plan diets based on nutritional needs	147–148 (Meeting Your Daily Needs), 148 (Figure 8.10), 154 (#9), 155 (#22), 259 (#24)
plan diets based on portion control	141 (Left column, 5 th paragraph), 145–147 (MyPlate, Figure 8.9), 155 (#19 and 22), 258 (#4)
plan diets based on food budget	245–249 (Use Planned Spending), 258 (#8), 259 (#18)
develop examples of therapeutic diets	203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
analyze advertising claims with the recommendations of the Recommended Dietary Allowances	12–13 (Advertising), 22 (#10), 155 (#23), 272–273(Health and Nutrient Content Claims), 277 (#27)
analyze fad diets with the recommendations of the Recommended Dietary Allowances	171–172 (Right column, 2 nd and 3 rd paragraphs), 181 (#27)
analyze current lifestyle habits that may increase health risks	136–137 (Risks of Unhealthy Lifestyle Habits), 154 (#4), 155 (#18 and 22)
identify community programs that provide nutrition services	203–205 (Food Assistance Programs), 206 (#16), 207 (#20)
identify community programs that provide wellness services	203 (Food Assistance Programs, 1 st paragraph), 206 (#16), 207 (#20)
examine the nutritional value of fast foods	152–153 (Choosing Wisely When Eating Out), 154 (#16), 155 (#22 and 24), 469 (#24)
examine the nutritional value of convenience foods	13–14 (Convenience), 149 (Fresh or Processed?, Figure 8.12), 155 (#23), 254–255 (Right column, 3 rd and 4 th full paragraphs and bullets), 259 (#20)
read food labels	155 (#23), 271–274 (Using Food Labeling), 276 (#13 and 15), 277 (#27)
interpret food labels	155 (#23), 271–274 (Using Food Labeling), 276 (#13), 277 (#21 and 27)
examine nutritional serving sizes	115 (#18), 172 (Left column, 2 nd full paragraph), 271 (Left column, last paragraph), 276 (#14)
explain nutritional serving sizes	115 (#18), 172 (Left column, 2 nd full paragraph), 271 (Left column, last paragraph), 276 (#14)
compare organic food choices	267–268 (Organic Foods), 276 (#9), 277 (#28), 362 (Right column, 5 th paragraph), 368 (#9)
compare green food choices	17–18 (Sustainability), 23 (#14), 264 (Global Perspective: Sustainability in Food Marketing), 277 (#18–19)
determine sustainable food choices	17–18 (Sustainability), 23 (#14 and 17), 264 (Global Perspective: Sustainability in Food Marketing), 277 (#19)



determine [the] impact [of sustainable food choices] on society	17–18 (Sustainability), 23 (#14, 17, 24), 277 (#19)
The student understands safety and sanitation. The student is expected to:	
demonstrate safe practices in the use of food	24–39 (Chapter 2: Safety and Sanitation), 25 (Foodborne Illnesses, 1 st paragraph), 40 (#3–10), 41 (#21 and 23)
demonstrate safe practices in the use of equipment	63 (#27), 227 (Learn About: Safety Seals, question 2), 229 (Using and Caring for Cooking Appliances), 235 (General Use and Care for Portable Appliances), 239 (#19)
demonstrate safe practices in the care of food	24–39 (Chapter 2: Safety and Sanitation), 25 (Foodborne Illnesses, 1 st paragraph), 40 (#3–10), 41 (#21), 41 (Critical Thinking and Problem Solving, #26–29)
demonstrate safe practices in the care of equipment	55 (Caring for Knives), 62 (#13), 229 (Using and Caring for Cooking Appliances), 238 (#9), 239 (#19)
demonstrate safe practices in the storage of food	41 (#22), 200 (Right column, last full paragraph), 206 (#13), 363–364 (Storing Dairy Products), 372 (Storing Eggs)
demonstrate safe practices in the storage of equipment	55 (Caring for Knives, last paragraph), 62 (#13), 63 (#25), 229 (Using and Caring for Cooking Appliances), 239 (#19)
demonstrate sanitary practices in the use of food	28–35 (Four Steps to Food Safety), 40 (#3), 41 (#21, 23, 25)
demonstrate sanitary practices in the use of equipment	29–30 (Maintain a Clean Work Area), 33 (Mini Lab: Using a Food Thermometer), 63 (#25), 239 (#19)
demonstrate sanitary practices in the care of food	28–35 (Four Steps to Food Safety), 40 (#3), 41 (#21, 23, 25)
demonstrate sanitary practices in the care of equipment	29–30 (Maintain a Clean Work Area), 63 (#25), 239 (#19)
demonstrate sanitary practices in the storage of food	31 (Left column, 1 st bullet), 40 (#9), 41 (#21 and 22), 206 (#13)
demonstrate sanitary practices in the storage of equipment	55 (Caring for Knives, last paragraph), 63 (#25), 239 (#19)
explain types of food-borne illnesses	25–27 (Foodborne Illnesses), 28 (Figure 2.3), 40 (#5), 40–41 (#19), 41 (#27)
explain prevention of food-borne illnesses	28–35 (Four Steps to Food Safety), 40 (#6), 41 (#27)
practice appropriate dress in food preparation	29 (Right column, 1 st full paragraph), 40 (#8), 41 (#21)



practice appropriate personal hygiene in food preparation	29 (Hand Washing and Other Hygiene), 40 (#7–8), 41 (#21)
The student demonstrates knowledge of food management principles. The student is expected to:	
read standard recipes	65–75 (Using Recipes), 85 (#18 and 20), 97 (#13 and 19)
comprehend standard recipes	65–75 (Using Recipes), 84 (#3), 85 (#18), 97 (#13 and 19)
correctly use standard measuring techniques	44–45 (Measuring Techniques), 63 (#22 and 26), 84 (#5), 85 (#22)
correctly use standard measuring equipment	43 (Measuring Tools), 63 (#26–27), 84 (#5), 85 (#22)
demonstrate correct food-preparation techniques, including nutrient retention	85 (#22), 334–335 (Cooking Time), 337 (Microwaving Vegetables, 1 st paragraph), 342 (#11), 343 (#23)
use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists	248 (Preparing a Food Budget), 259 (#18), 263–265 (Using a Shopping List), 265–266 (Using Unit Pricing), 277 (#20)
demonstrate food-preparation techniques to reduce overall fat	150 (Choosing Wisely When Preparing Food, 2 nd paragraph), 154 (#13), 155 (#20), 290 (Left column, 1 st paragraph), 295 (#18)
demonstrate food-preparation techniques to reduce calories	150 (Start with the Main Course, 3 rd paragraph), 154 (#13), 155 (#20), 290 (Left column, 1 st paragraph), 295 (#18)
practice etiquette appropriate for specific situations	461–462 (Using Table Manners), 469 (#20 and 23)
practice food presentation appropriate for specific situations	250–253 (Prepare Satisfying Meals), 252 (Learn About: Food Presentation), 252 (Know and Apply, #1–2), 258 (#12), 259 (#27)
practice table service appropriate for specific situations	458–459 (The Meal Service), 460 (The Host’s Responsibilities), 469 (#23 and 27)
apply food-storage principles	303 (Storing Cereal Products), 330–332 (Storing Fresh Vegetables), 342 (#7), 372 (Storing Eggs), 380 (#6)
The student demonstrates effective work habits. The student is expected to:	
participate as an effective team member by demonstrating cooperation	83 (Cooperation in the Kitchen), 85 (#25), 698–699 (Teamwork), 703 (#16 and 18)
participate as an effective team member by demonstrating responsibility	83 (Right column, last paragraph), 85 (#25), 698–699 (Teamwork), 703 (#16 and 18)
apply effective practices for managing time to complete tasks on time	80–82 (Using a Time-Work Schedule), 85 (#25), 694 (Time Management), 703 (#19)
apply effective practices for managing energy to complete tasks on time	80 (Preliminary Planning, 1 st paragraph), 85 (#25), 694 (Time Management), 703 (#19)



practice problem solving using leadership skills	83 (Cooperation in the Kitchen, 2 nd paragraph), 696 (Decision Making and Problem Solving), 699 (Leadership), 700 (Develop Your Skill, 1 st paragraph), 703 (#24)
practice problem solving using teamwork skills	696 (Decision Making and Problem Solving), 698–699 (Teamwork, Leadership), 703 (#16, 18, 21)
use presentation skills to communicate and apply knowledge about careers in consumer services	
use presentation skills to communicate	85 (#22), 697 (Presentation Skills), 703 (#17)
use presentation skills to apply knowledge about careers in consumer services	85 (#22), 687 (#16), 697 (Presentation Skills)
The student investigates careers in nutrition. The student is expected to:	
compare and contrast education or training needed for careers in nutrition	677–679 (Education and Training Requirements), 687 (#16)
establish personal short-term career goals	673–674 (Setting Goals), 675 (Learn About: Developing Goals), 675 (Know and Apply, #1), 687 (#21)
establish personal long-term career goals	673–674 (Setting Goals), 675 (Learn About: Developing Goals), 675 (Know and Apply, #1), 687 (#21)
analyze entrepreneurial opportunities in nutrition	681–682 (Left column, last paragraph), 684 (Learn About: Questions for Entrepreneurs), 684 (Know and Apply, #1–3), 687 (#19)
apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health	17–18 (Sustainability), 683 (Learn About: Managing Business Basics), 683 (Know and Apply, #1–2), 696 (Decision Making and Problem Solving), 703 (#18)