



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

Goodheart-Willcox Publisher Correlation of Guide to Good Food ©2018 to Precision Exams Nutrition and Wellness (201)		
STANDARD		CORRELATING PAGES
Standard 1: PERSONAL, ACADEMIC, AND CAREER SUCCESS INTEGRATE PROCESSES OF THINKING, COMMUNICATION, LEADERSHIP, AND MANAGEMENT IN ORDER TO APPLY KNOWLEDGE AND SKILLS FOR NUTRITION, FOOD, AND WELLNESS.		
1.1	Demonstrate components of critical thinking, creative thinking, and reasoning.	696, 702–703 (#21–24)
1.2	Evaluate effective communication processes in school, family, career, and community settings.	696–697, 702–703 (#22)
1.3	Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.	83, 699, 703 (#24)
1.4	Apply management, decision-making, and problem-solving processes to accomplish tasks and fulfill responsibilities.	694, 696, 703 (#18)
1.5	Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.	698–701, 702 (#11)
1.6	Demonstrate fundamentals to career success (e.g. strong work ethic, goal setting, time-management, positive attitude, adaptability/flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment).	679, 692–700, 702–703
1.7	Demonstrate etiquette skills for business and social situations.	461–462, 469 (#20)
1.8	Apply knowledge gained through research to solve problems and communicate ideas in the fields of food, fitness, nutrition, and wellness.	10–12, 23 (#28), 41 (#27, 28), 63 (#20, 21), 97 (#14), 115 (#19, 24), 138, 181 (#19)
Standard 2: NUTRITION PRINCIPLES AND APPLICATIONS APPLY NUTRITION PRINCIPLES TO HEALTH AND WELLNESS CHOICES ACROSS THE LIFESPAN.		
2.1	Analyze food and nutrition information, including USDA Dietary Guidelines and MyPlate, to meet nutrition and wellness goals across the lifespan.	137–148, 154–155, 182–205, 206–207
2.2	Demonstrate proper portion sizes from each of the food groups to meet	141, 142 (Figure 8.6), 145–147, 155

	nutrition and wellness needs of individuals across the lifespan.	
2.3	Describe the six classes/groups of nutrients, explain their functions to meet health and nutrition requirements of individuals and families, and classify food sources.	100–110, 114–115, 116–129, 132–133
2.4	Compare food label information to make health and wellness choices.	149–150, 155, 271–272, 276–277
2.5	Analyze and assess wellness goals across the lifespan, particularly for teenagers (e.g. food fads and fallacies, extreme procedures for weight management, sports supplements, and nutritional supplements).	6–7, 111, 129–130, 135–139, 154–155, 171, 181, 184
Standard 3: INFLUENCES ON NUTRITION AND WELLNESS		
ANALYZE FACTORS THAT INFLUENCE NUTRITION AND WELLNESS PRACTICES.		
3.1	Assess physical, emotional, social, intellectual, cultural, and ethnic components of individual and family wellness.	4–16, 22–23, 135–136
3.2	Explain how geographical location and climate location affects food selection and availability.	16–21, 489–491, 527–528, 531, 536–538, 544 (#4), 547
3.3	Examine how economic factors affect food selection and availability.	19–20, 241, 245–249
3.4	Identify legislation and regulations related to food, nutrition, and wellness issues.	26, 129, 268, 271–276, 302, 695
3.5	Evaluate the nutritive value and costs of snacks, fast foods, and balanced meals.	5–7, 10, 13–14, 87–89, 97 (#22), 152–153, 154–155, 199, 246–249, 254–256, 259 (#20), 262, 303, 466, 469 (#24), 525 (#23),
Standard 4: FOOD PREPARATION, SAFETY, AND HANDLING		
DEMONSTRATE ABILITIES TO PREPARE AND SERVE SAFE, NUTRITIOUS FOODS.		
4.1	Define and explain food borne illnesses and demonstrate how to prevent them by applying the concepts of “clean, separate, cook, and chill.”	25–35, 40–41, 185, 200, 372, 379, 390, 393, 397, 403, 405, 413, 415–416, 469, 474, 479
4.2	Demonstrate basic abilities to safely use and maintain equipment within a kitchen setting, including large and small appliances, small kitchen tools, measuring tools, and knives.	43–50, 53–55, 62–63, 229–235, 238–239
4.3	Demonstrate abilities to prepare nutritious foods using a variety of basic methods and techniques.	284–293, 294–295, 303–309, 334–337, 342–343, 392–396, 398–399, 403–407, 408–409



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477 • 800.323.0440 • www.g-w.com

4.4	Apply basic principles of resource management when planning, preparing, and serving nutritious food, including food costs and availability, work plans and timetables, efficient work methods, and collaboration with others.	76–83, 84–85, 241–249, 253–257, 259 (#18), 263–266,
4.5	Demonstrate abilities to increase and decrease recipe measurements based on desired yield.	65–69, 84–85
Standard 5: SCIENCE, TECHNOLOGY AND CAREERS		
ANALYZE IMPACTS OF SCIENCE, TECHNOLOGY, AND CAREERS ON NUTRITION AND WELLNESS.		
5.1	Discuss current technology and techniques used to develop, produce, process, and store foods and their impacts on food safety, nutrition, and wellness (e.g. organic, holistic, genetics, hormones).	13–14, 16–18, 20–21, 22–23, 262–263, 267–268, 276–277, 292–293, 294–295
5.2	Explore technological tools and advancements used to track nutrition and wellness goals and progress.	97 (#22), 115 (#18, 23), 138–139, 147–148, 155 (#17, 20, 22)
5.3	Examine developments and trends in food marketing, and their impacts on family and consumer choices.	13–15, 169, 264
5.4	Discuss trends, employment opportunities, and preparation requirements for careers related to nutrition, food, and wellness.	672–685, 686–687, 688–701, 702–703