

Goodheart-Willcox Publisher Correlation of GUIDE TO GOOD FOOD ©2018 to the Texas Essential Knowledge and Skills (TEKS) Course: Lifetime Nutrition and Wellness (MLC 9878)		
STANDARD		CORRELATING PAGES
Standard (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:		
(A) (i)	apply interpersonal communication skills in business and industry settings	63 (#25), 696–697 (Communication Skills), 698–700 (Interpersonal Skills), 703 (#16 and 22),
(B) (i)	explain and recognize the value of collaboration within the workplace	698–699 (Teamwork), 703 (#16 and 18)
(C) (i)	examine the importance of time management to succeed in the workforce	694 (Time Management), 703 (#16 and 19)
(D)	identify work ethics and professionalism in a job setting	
(i)	identify work ethics in a job setting	693 (Ethical Workplace Behavior), 702 (#6), 703 (#23)
(ii)	identify professionalism in a job setting	693 (Professionalism), 702 (#6), 703 (#16)
(E)	develop problem-solving and critical-thinking skills	
(i)	develop problem-solving skills	696 (Decision Making and Problem Solving), 696 (Figure 36.10), 703 (#18 and 22)
(ii)	develop critical-thinking skills	696 (Decision Making and Problem Solving, 2 nd paragraph), 703 (#18), 703 (Critical Thinking and Problem Solving, #21–23)
Standard (2) The student understands the role of nutrients in the body. The student is expected to:		
(A)	classify nutrients and their functions and food sources and compare the nutritive value of various foods	
(i)	classify nutrients	101–102 (The Nutrients), 114 (#3)
(ii)	classify [the] functions [of nutrients]	103 (Functions of Carbohydrates), 106–107 (Function of Fats), 114 (#3 and 8), 132 (#6)
(iii)	classify [the] food sources [of nutrients]	103 (Sources of Carbohydrates), 109–110 (Sources of Protein), 114 (#12), 115 (#20), 132 (#5)
(iv)	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)
(B)	assess the effects of nutritional intake on health, appearance, effective job performance, and personal life	
(i)	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)
(ii)	assess the effects of nutritional intake on appearance	135 (Right column, 2 nd full paragraph), 154 (#3), 155 (#17 and 18)
(iii)	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)
(iv)	assess the effects of nutritional intake on personal life	135–136 (Social Benefits), 155 (#18 and 21), 168 (Right column, last paragraph)

(C)	analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood		
	(i)	analyze various dietary guidelines throughout the life cycle, including pregnancy	183–187 (Nutrient Needs During Pregnancy), 206 (#3), 207 (#17 and 21)
	(ii)	analyze various dietary guidelines throughout the life cycle, including infancy	188–191 (Nutritional Needs of Infants), 206 (#6), 207 (#21)
	(iii)	analyze various dietary guidelines throughout the life cycle, including childhood	191–195 (Nutritional Needs of Preschool Children), 206 (#9), 207 (#21 and 25)
	(iv)	analyze various dietary guidelines throughout the life cycle, including late adulthood	200–201 (The Later Years), 206 (#12), 207 (#21)
	(v)	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)
(D) (i)	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)	
Standard (3) The student understands the principles of digestion and metabolism. The student is expected to:			
(A)	describe the processes of digestion and metabolism		
	(i)	describe the [process] of digestion	111–113 (Digestion and Absorption), 114 (#13 and 14), 115 (#22 and 24)
	(ii)	describe the [process] of metabolism	113 (Metabolism), 114 (#10), 115 (#16), 180 (#4)
(B)	calculate and explain basal and activity metabolisms and factors that affect each		
	(i)	calculate basal metabolism	157 (Basal Metabolism), 158 (Figure 9.1), 181 (#20)
	(ii)	calculate activity metabolism	157 (Physical Activity), 175 (Increasing Physical Activity), 175 (Figure 9.16), 181 (#23 and 25)
	(iii)	explain basal metabolism	157 (Basal Metabolism), 180 (#3 and 4)
	(iv)	explain activity metabolism	157 (Physical Activity), 175 (Increasing Physical Activity), 180 (#5), 181 (#24)
	(v)	explain factors that affect [basal metabolism]	157 (Basal Metabolism), 158 (Figure 9.1), 180 (#3 and 4)
	(vi)	explain factors that affect [activity metabolism]	157 (Physical Activity), 175 (Increasing Physical Activity), 180 (#5), 181 (#24)
(C)	apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness		
	(i)	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)
	(ii)	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)
	(iii)	apply knowledge of metabolism when making decisions related to food intake	113 (Metabolism), 115 (#16), 180 (#3 and 6), 181 (#23)
	(iv)	apply knowledge of metabolism when making decisions related to physical fitness	113 (Metabolism), 157 (Physical Activity), 180 (#5), 181 (#23 and 25)

(D)	locate community resources that promote physical activity and fitness	
	(i)	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)
	(ii)	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)
(E)	explain the relationship of activity levels and caloric intake to health and wellness, including weight management	
	(i)	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)
	(ii)	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)
Standard (4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:		
(A) (i)	research the long-term effects of food choices	115 (#19), 135–137 (Benefits of Healthy Choices), 154 (#3), 206 (#3), 207 (#21)
(B)	outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia	
	(i)	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)
	(ii)	outline strategies for treatment of diet-related diseases 203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
	(iii)	outline strategies for management of diet-related diseases 203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
(C)	determine the effects of food allergies and intolerances on individual and family health	
	(i)	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)
	(ii)	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)
	(iii)	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)
	(iv)	determine the effects of food intolerances on family health 190–191 (Left column, last paragraph), 201–202 (Special Diets), 206 (#7), 369 (#19)
(D)	plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget	
	(i)	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)
	(ii)	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)
	(iii)	plan diets based on nutritional needs 147–148 (Meeting Your Daily Needs), 148 (Figure 8.10), 154 (#9), 155 (#22), 259 (#24)
	(iv)	plan diets based on portion control 141 (Left column, 5 th paragraph), 145–147 (MyPlate, Figure 8.9), 155 (#19 and 22), 258 (#4)

	(v)	plan diets based on food budget	245–249 (Use Planned Spending), 258 (#8), 259 (#18)
(E) (i)		develop examples of therapeutic diets	203 (Nutrition and Healthcare), 204 (Figure 10.19), 207 (#19), 259 (#23)
(F)		analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances	
	(i)	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)
	(ii)	analyze fad diets with the recommendations of the Recommended Dietary Allowances	171–172 (Right column, 2 nd and 3 rd paragraphs), 181 (#27)
(G) (i)		analyze current lifestyle habits that may increase health risks	136–137 (Risks of Unhealthy Lifestyle Habits), 154 (#4), 155 (#18 and 22)
(H)		identify community programs that provide nutrition and wellness services	
	(i)	identify community programs that provide nutrition services	203–205 (Food Assistance Programs), 206 (#16), 207 (#20)
	(ii)	identify community programs that provide wellness services	203 (Food Assistance Programs, 1 st paragraph), 206 (#16), 207 (#20)
(I)		examine the nutritional value of fast foods and convenience foods	
	(i)	examine the nutritional value of fast foods	152–153 (Choosing Wisely When Eating Out), 154 (#16), 155 (#22 and 24), 469 (#24)
	(ii)	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)
(J)		read and interpret food labels	
	(i)	read food labels	155 (#23), 271–274 (Using Food Labeling), 276 (#13 and 15), 277 (#27)
	(ii)	interpret food labels	155 (#23), 271–274 (Using Food Labeling), 276 (#13), 277 (#21 and 27)
(K)		examine and explain nutritional serving sizes	
	(i)	examine nutritional serving sizes	115 (#18), 172 (Left column, 2 nd full paragraph), 271 (Left column, last paragraph), 276 (#14)
	(ii)	explain nutritional serving sizes	115 (#18), 172 (Left column, 2 nd full paragraph), 271 (Left column, last paragraph), 276 (#14)
(L)		compare organic and green food choices	
	(i)	compare organic food choices	267–268 (Organic Foods), 276 (#9), 277 (#28), 362 (Right column, 5 th paragraph), 368 (#9)
	(ii)	compare green food choices	17–18 (Sustainability), 23 (#14), 264 (Global Perspective: Sustainability in Food Marketing), 277 (#18–19)
(M)		determine sustainable food choices and their impact on society	
	(i)	determine sustainable food choices	17–18 (Sustainability), 23 (#14 and 17), 264 (Global Perspective: Sustainability in Food Marketing), 277 (#19)
	(ii)	determine [the] impact [of sustainable food choices] on society	17–18 (Sustainability), 23 (#14, 17, 24), 277 (#19)

Standard (5) The student understands safety and sanitation. The student is expected to:		
(A)	demonstrate safe and sanitary practices in the use, care, and storage of food and equipment	
	(i)	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)
	(ii)	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)
	(iii)	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)
	(iv)	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)
	(v)	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)
	(vi)	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)
	(vii)	demonstrate sanitary practices in the use of food 28–35 (Four Steps to Food Safety), 40 (#3), 41 (#21, 23, 25)
	(viii)	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)
	(ix)	demonstrate sanitary practices in the care of food 28–35 (Four Steps to Food Safety), 40 (#3), 41 (#21, 23, 25)
	(x)	demonstrate sanitary practices in the care of equipment 29–30 (Maintain a Clean Work Area), 63 (#25), 239 (#19)
	(xi)	demonstrate sanitary practices in the storage of food 31 (Left column, 1 st bullet), 40 (#9), 41 (#21 and 22), 206 (#13)
	(xii)	demonstrate sanitary practices in the storage of equipment 55 (Caring for Knives, last paragraph), 63 (#25), 239 (#19)
(B)	explain types and prevention of food-borne illnesses	
	(i)	explain types of food-borne illnesses 25–27 (Foodborne Illnesses), 28 (Figure 2.3), 40 (#5), 40–41 (#19), 41 (#27)
	(ii)	explain prevention of food-borne illnesses 28–35 (Four Steps to Food Safety), 40 (#6), 41 (#27)
(C)	practice appropriate dress and personal hygiene in food preparation	
	(i)	practice appropriate dress in food preparation 29 (Right column, 1 st full paragraph), 40 (#8), 41 (#21)
	(ii)	practice appropriate personal hygiene in food preparation 29 (Hand Washing and Other Hygiene), 40 (#7–8), 41 (#21)

Standard (6) The student demonstrates knowledge of food management principles. The student is expected to:			
(A)	read and comprehend standard recipes		
	(i)	read standard recipes	65–75 (Using Recipes), 85 (#18 and 20), 97 (#13 and 19)
	(ii)	comprehend standard recipes	65–75 (Using Recipes), 84 (#3), 85 (#18), 97 (#13 and 19)
(B)	correctly use standard measuring techniques and equipment		
	(i)	correctly use standard measuring techniques	44–45 (Measuring Techniques), 63 (#22 and 26), 84 (#5), 85 (#22)
	(ii)	correctly use standard measuring equipment	43 (Measuring Tools), 63 (#26–27), 84 (#5), 85 (#22)
(C) (i)	demonstrate correct food-preparation techniques, including nutrient retention		85 (#22), 334–335 (Cooking Time), 337 (Microwaving Vegetables, 1 st paragraph), 342 (#11), 343 (#23)
(D) (i)	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)
(E)	demonstrate food-preparation techniques to reduce overall fat and calories		
	(i)	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)
	(ii)	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)
(F)	practice etiquette, food presentation, and table service appropriate for specific situations		
	(i)	practice etiquette appropriate for specific situations	461–462 (Using Table Manners), 469 (#20 and 23)
	(ii)	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)
	(iii)	practice table service appropriate for specific situations	458–459 (The Meal Service), 460 (The Host's Responsibilities), 469 (#23 and 27)
(G) (i)	apply food-storage principles		303 (Storing Cereal Products), 330–332 (Storing Fresh Vegetables), 342 (#7), 372 (Storing Eggs), 380 (#6)
Standard (7) The student demonstrates effective work habits. The student is expected to:			
(A)	participate as an effective team member by demonstrating cooperation and responsibility		
	(i)	participate as an effective team member by demonstrating cooperation	83 (Cooperation in the Kitchen), 85 (#25), 698–699 (Teamwork), 703 (#16 and 18)
	(ii)	participate as an effective team member by demonstrating responsibility	83 (Right column, last paragraph), 85 (#25), 698–699 (Teamwork), 703 (#16 and 18)
(B)	apply effective practices for managing time and energy to complete tasks on time		
	(i)	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)
	(ii)	apply effective practices for managing energy to complete tasks on time	80 (Preliminary Planning, 1 st paragraph), 85 (#25), 694 (Time Management), 703 (#19)

(C)	practice problem solving using leadership and teamwork skills		
	(i)	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)
	(ii)	practice problem solving using teamwork skills	696 (Decision Making and Problem Solving), 698–699 (Teamwork, Leadership), 703 (#16, 18, 21)
(D)	use presentation skills to communicate and apply knowledge about careers in consumer services		
	(i)	use presentation skills to communicate	85 (#22), 697 (Presentation Skills), 703 (#17)
	(ii)	use presentation skills to apply knowledge about careers in consumer services	85 (#22), 687 (#16), 697 (Presentation Skills)
Standard (8) The student investigates careers in nutrition. The student is expected to:			
(A) (i)	compare and contrast education or training needed for careers in nutrition		677–679 (Education and Training Requirements), 687 (#16)
(B)	establish personal short- and long-term career goals		
	(i)	establish personal short-term career goals	673–674 (Setting Goals), 675 (Learn About: Developing Goals), 675 (Know and Apply, #1), 687 (#21)
	(ii)	establish personal long-term career goals	673–674 (Setting Goals), 675 (Learn About: Developing Goals), 675 (Know and Apply, #1), 687 (#21)
(C) (i)	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)
(D) (i)	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)