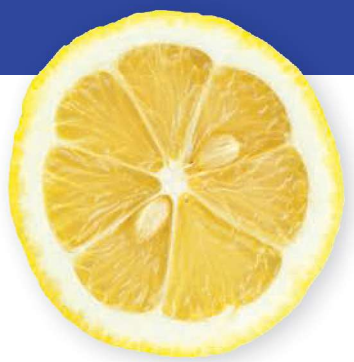
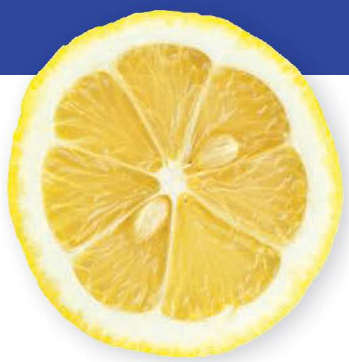


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Carol Byrd-Bredbenner, PhD, RDN, FAND, is a nationally recognized author and nutrition educator. Carol received her degrees in Home Economics Education and Nutrition from Florida State University and Pennsylvania State University. She is a registered dietitian and a member of the American Association of Family and Consumer Sciences, Academy of Nutrition and Dietetics, and Society for Nutrition Education and Behavior. In addition to being the author of *Adventures in Food and Nutrition,* Carol has written several classroom nutrition education and food safety curriculum guides and teaching kits for preschool, elementary, middle school, and high school students. She also writes nutrition education computer software, a college-level textbook, and has contributed nutrition articles to various family and consumer sciences publications as well as the *Journal of Nutrition Education and Behavior* and the *Journal of the Academy of Nutrition and Dietetics*. She is actively involved in designing new methods to teach people of all ages how to improve their diets and health. She leads the USDA and NIH funded HomeStyles project that helps families shape their lifestyles and home environments to promote optimal health. Carol has extensive teaching experience at both the secondary and university levels. As an active lecturer and consultant, she frequently conducts workshops for family and consumer sciences teachers and dietitians. She has made nutrition education presentations at national meetings of the American Association of Family and Consumer Sciences, Society for Nutrition Education and Behavior, Academy of Nutrition and Dietetics, and International Congress of Nutrition. She has served as the Director of the Nutrition Information and Resource Center at Pennsylvania State University. Currently, she is a nutrition professor and researcher at Rutgers, The State University of New Jersey and serves as Director of Nutritional Sciences Graduate Program. For her expertise and significant contributions to the field of nutrition education, she has been named a Fellow of the Academy of Nutrition and Dietetics. She also has received the Outstanding Nutrition Educator award from the Society of Nutrition Education and Behavior, Academy of Nutrition and Dietetics, American Society for Nutrition, and US Department of Agriculture. She served on the 2025 Dietary Guidelines for Americans Advisory Committee.

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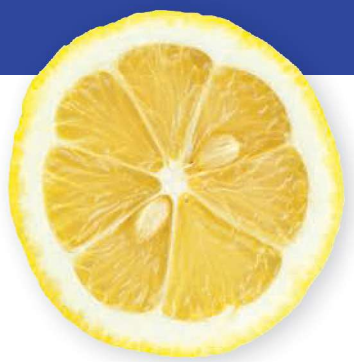
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New to This Edition

The seventh edition of *Adventures in Food and Nutrition* has been revised and updated to reflect current information, trends, and practices. The end of chapter Review and Assessment has been updated and rearranged to include more scaffolded and autogradeable questions that test knowledge application and critical thinking. Five Student Project features can be found in the text and lesson plans. These projects offer students an opportunity to extend their learning and apply the project to an appropriate CTSO activity.

- Information has been updated to meet *The 2025-2030 Dietary Guidelines for Americans.*
- The curriculum meets the standards and competencies for the LEAD FCS Framework for Middle School FCS for Foods, Food Science, and Nutrition and Hospitality and Culinary Arts.
- The addition of sesame as the ninth food included in the list of the most common food allergens required to be declared on the food label.
- New common food allergen suggestions have been added for recipes when appropriate.

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Guided Tour

Part of growing up is learning how to care for yourself. *Adventures in Food and Nutrition* provides information to help you prepare for a future of healthy eating. Planning and preparing healthy meals are important skills you will use for the rest of your life. In addition, some people use these skills to pursue careers in the food and nutrition field. This visual guide highlights the features designed for this textbook.

Each chapter begins with an **Essential Question**. Discuss these with your classmates and consider what information will be presented in the content.

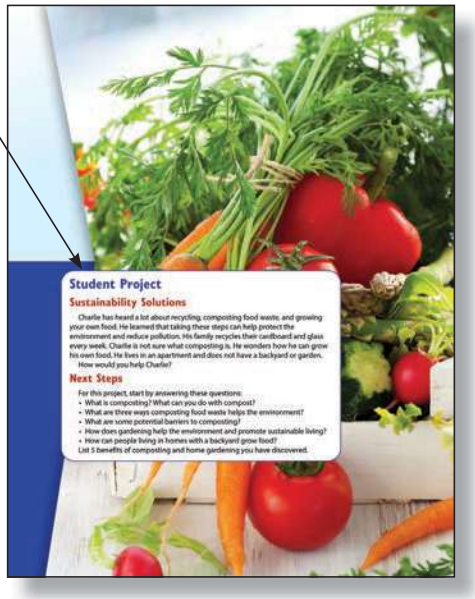


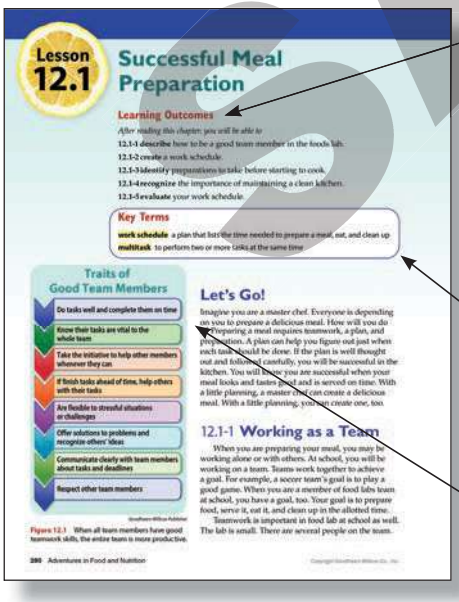
The **Lesson Titles** introduce topics to be covered. Review each lesson title and think about what you hope to learn as you read each lesson.

The **Reading Warm-Up** activity will help you understand and remember what you learn as you read the chapter.

Complete the **Think About It** activity to assess your prior knowledge about the focus of the chapter. Use the results to help you identify the areas in which you can improve.

The Student Project option is based on trending issues in food and nutrition. You can extend your learning by completing an in-depth project of your choice. You may choose to apply this project to a CTSO activity, like a FCCLA STAR event.





Learning Outcomes identify the knowledge and skills to be obtained when the lesson is completed. These outcomes are labeled and correlated to related assessment questions and activities.

Key Terms list the vocabulary terms to be learned in the chapter.

Engaging, informative **illustrations** and **figures** help you understand the content so you can make informed choices in your daily life.

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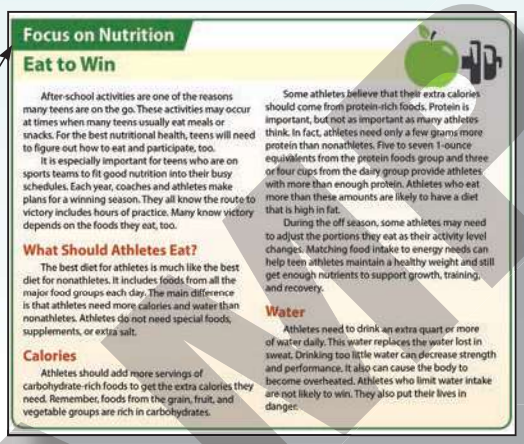


Cultures of the World discusses diverse global flavors, customs, and food choices.

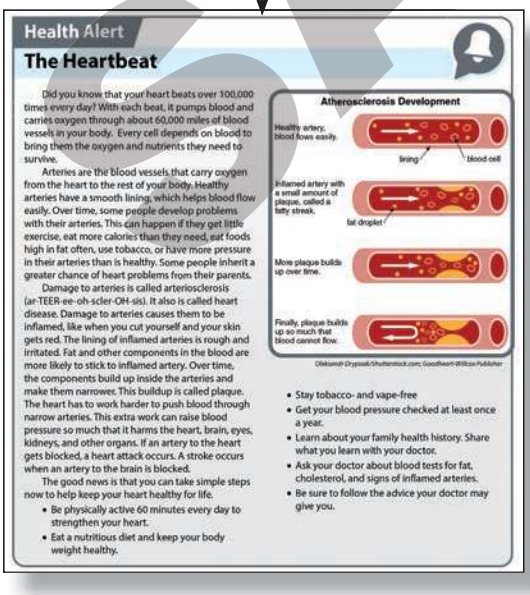
Focus on Food highlights helpful information about popular food topics.

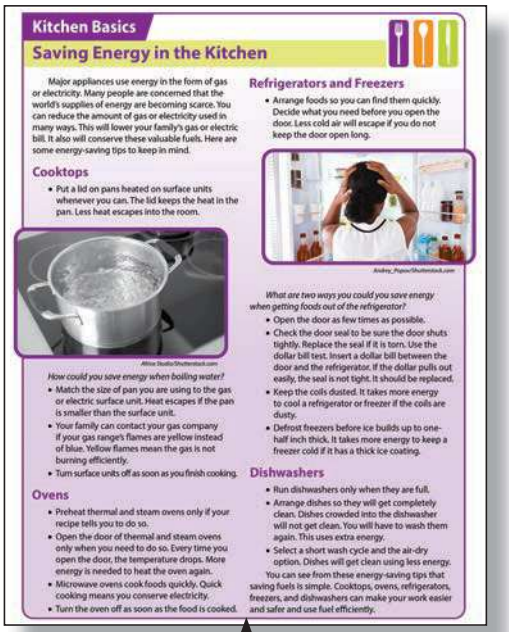


Focus on Nutrition ties chapter content to specific nutrition issues.



Health Alert raises awareness about concerns that impact health.





Kitchen Basics alerts students to useful practices in food preparation.

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Guided Tour

Science in the Kitchen explores STEM topics in food science and nutrition.



Science in the Kitchen

Cabbage Colors

The pigment that gives red cabbage its color is affected by whether the cooking water is acid, base, or neutral. Almost all liquids are either acid or base. Whether the liquid is acid, base, or neutral depends on the type of atoms the liquid contains. *Atoms* are very small particles that combine to make up matter. *Matter* is anything that takes up space. Water, people, and sand are examples of matter.

An *acid* has more atoms with a positive electrical charge than pure water. Lemon juice, coffee, tomatoes, and colas are examples of foods that are acidic. A *base* has more atoms with a negative charge than pure water. A liquid that is a base also is called *alkaline*. Adding baking soda to water creates a base solution. Pure water is neutral because it does not contain extra positive or negatively charged ions.

Most tap water is either slightly acidic or slightly basic. You can make it more acidic by adding acid, such as orange juice. To make it more basic, stir in baking soda. If you balance the amount of acid and base in the water, the water will be neutral.

Scientists use a special type of paper to determine whether a liquid is an acid, base, or neutral. This paper is called *litmus paper*. It contains a natural dye that turns red when the liquid is acid. It turns blue when a solution is a base. The color does not change if the solution is neutral.

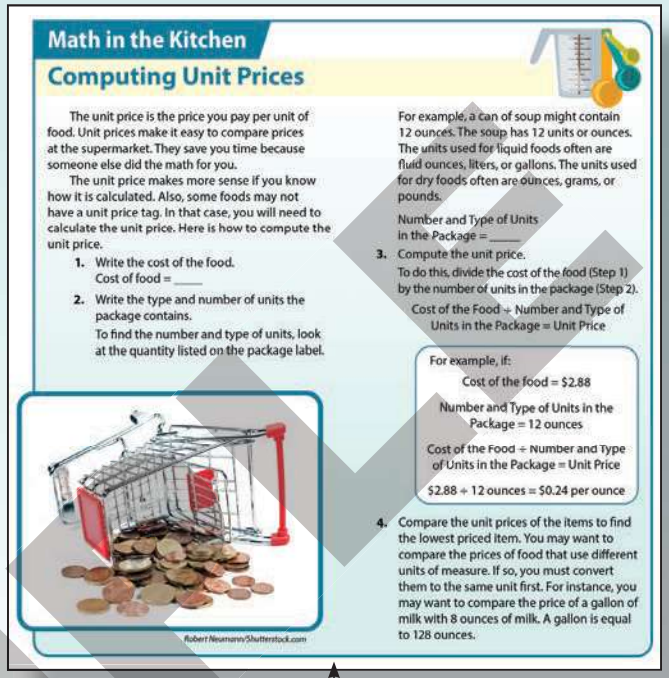
Red cabbage naturally contains a dye like the one used to make litmus paper. As a result, red cabbage will change color if the cooking water is acidic or basic. Red cabbage becomes a brighter red when the cooking water is slightly acidic. It turns blue when the water is basic. It remains purple if the cooking water is neutral.

Acidic Cooking Liquid | Basic Cooking Liquid | Neutral Cooking Liquid

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The most attractive red cabbage is red or purple. What can you do to prevent it from turning blue? Try this to find out! Finely slice eight leaves of red cabbage. Place the cabbage in a saucepan with one cup of water. Cook it on medium heat for 10 minutes. Let cool. What color is the cabbage? Compare it to the cabbage in the photo. Do you think the cooking liquid was acidic, neutral, or basic?

Divide the cooking liquid from the cabbage into three clear glasses. Add ½ teaspoon of lemon juice to the first glass and ½ teaspoon of baking soda to the second glass. Which glass of liquid turned more red? Which turned blue? Why? How can you use this information to be sure the red cabbage you cook looks delicious to eat?



Math in the Kitchen

Computing Unit Prices

The unit price is the price you pay per unit of food. Unit prices make it easy to compare prices at the supermarket. They save you time because someone else did the math for you.

The unit price makes more sense if you know how it is calculated. Also, some foods may not have a unit price tag. In that case, you will need to calculate the unit price. Here is how to compute the unit price.

1. Write the cost of the food.
   Cost of food = ____
2. Write the type and number of units the package contains.
   To find the number and type of units, look at the quantity listed on the package label.

For example, a can of soup might contain 12 ounces. The soup has 12 units or ounces. The units used for liquid foods often are fluid ounces, liters, or gallons. The units used for dry foods often are ounces, grams, or pounds.

Number and Type of Units in the Package = ____

3. Compute the unit price.
   To do this, divide the cost of the food (Step 1) by the number of units in the package (Step 2).
   Cost of the Food ÷ Number and Type of Units in the Package = Unit Price

For example, if:

Cost of the food = $2.88

Number and Type of Units in the Package = 12 ounces

Cost of the Food ÷ Number and Type of Units in the Package = Unit Price

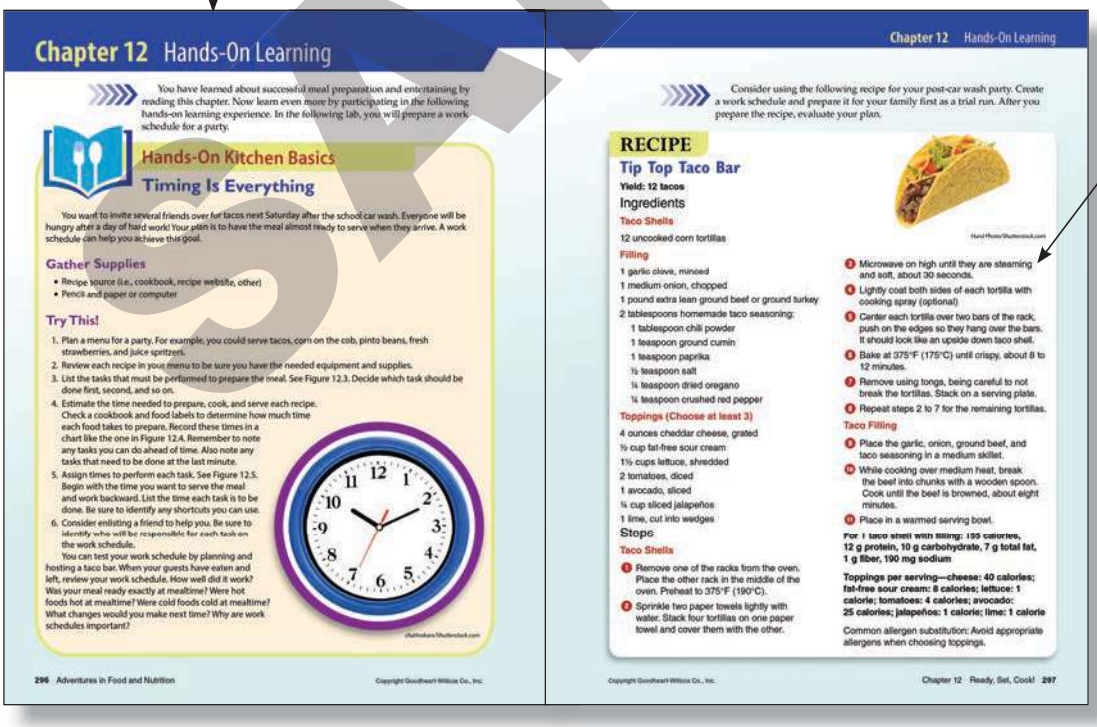
$2.88 ÷ 12 ounces = $0.24 per ounce

4. Compare the unit prices of the items to find the lowest priced item. You may want to compare the prices of food that use different units of measure. If so, you must convert them to the same unit first. For instance, you may want to compare the price of a gallon of milk with 8 ounces of milk. A gallon is equal to 128 ounces.

Robert Neumann/Shutterstock.com

Math in the Kitchen features provide guidelines for math concepts that can be applied to food preparation and nutrition.

Perform the lab in the **Hands-On Learning** section at the end of each chapter to apply and explore chapter content as you put your learning into practice.



Chapter 12 Hands-On Learning

You have learned about successful meal preparation and entertaining by reading this chapter. Now learn even more by participating in the following hands-on learning experience. In the following lab, you will prepare a work schedule for a party.

Hands-On Kitchen Basics

Timing Is Everything

You want to invite several friends over for tacos next Saturday after the school car wash. Everyone will be hungry after a day of hard work! Your plan is to have the meal almost ready to serve when they arrive. A work schedule can help you achieve this goal.

Gather Supplies

- Recipe source (i.e., cookbook, recipe website, other)
- Pencil and paper or computer

Try This!

1. Plan a menu for a party. For example, you could serve tacos, corn on the cob, pinto beans, fresh strawberries, and juice spritzers.
2. Review each recipe in your menu to be sure you have the needed equipment and supplies.
3. List the tasks that must be performed to prepare the meal. See Figure 12.3. Decide which task should be done first, second, and so on.
4. Estimate the time needed to prepare, cook, and serve each recipe. Check a cookbook and food labels to determine how much time each food takes to prepare. Record these times in a chart like the one in Figure 12.4. Remember to note any tasks you can do ahead of time. Also note any tasks that need to be done at the last minute.
5. Assign times to perform each task. See Figure 12.5. Begin with the time you want to serve the meal and work backward. List the time each task is to be done. Be sure to identify any shortcuts you can use.
6. Consider enlisting a friend to help you. Be sure to identify who will be responsible for each task on the work schedule.

You can test your work schedule by planning and hosting a taco bar. When your guests have eaten and left, review your work schedule. How well did it work? Was your meal ready exactly at mealtime? Were hot foods hot at mealtime? Were cold foods cold at mealtime? What changes would you make next time? Why are work schedules important?

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Chapter 12 Hands-On Learning

Consider using the following recipe for your post-car wash party. Create a work schedule and prepare it for your family first as a trial run. After you prepare the recipe, evaluate your plan.

RECIPE

Tip Top Taco Bar

Yield: 12 tacos

Ingredients

Taco Shells

12 uncooked corn tortillas

Filling

1 garlic clove, minced
1 medium onion, chopped
1 pound extra lean ground beef or ground turkey
2 tablespoons homemade taco seasoning:
  1 tablespoon chili powder
  1 teaspoon ground cumin
  1 teaspoon paprika
  ½ teaspoon salt
  ¼ teaspoon dried oregano
  ¼ teaspoon crushed red pepper

Toppings (Choose at least 3)

4 ounces cheddar cheese, grated
½ cup fat-free sour cream
1½ cups lettuce, shredded
2 tomatoes, diced
1 avocado, sliced
¼ cup sliced jalapeños
1 lime, cut into wedges

Steps

Taco Shells

1. Remove one of the racks from the oven. Place the other rack in the middle of the oven. Preheat to 375°F (190°C).
2. Sprinkle two paper towels lightly with water. Stack four tortillas on one paper towel and cover them with the other.
3. Microwave on high until they are steaming and soft, about 30 seconds.
4. Lightly coat both sides of each tortilla with cooking spray (optional).
5. Center each tortilla over two bars of the rack; push on the edges so they hang over the bars. It should look like an upside down taco shell.
6. Bake at 375°F (175°C) until crispy, about 8 to 12 minutes.
7. Remove using tongs, being careful to not break the tortillas. Stack on a serving plate.
8. Repeat steps 2 to 7 for the remaining tortillas.

Taco Filling

9. Place the garlic, onion, ground beef, and taco seasoning in a medium skillet.
10. While cooking over medium heat, break the beef into chunks with a wooden spoon. Cook until the beef is browned, about eight minutes.
11. Place in a warmed serving bowl.

For 1 taco shell with filling: 195 calories, 12 g protein, 10 g carbohydrate, 7 g total fat, 1 g fiber, 190 mg sodium

Toppings per serving—cheese: 40 calories; fat-free sour cream: 8 calories; lettuce: 1 calorie; tomatoes: 4 calories; avocado: 25 calories; jalapeños: 1 calorie; lime: 1 calorie

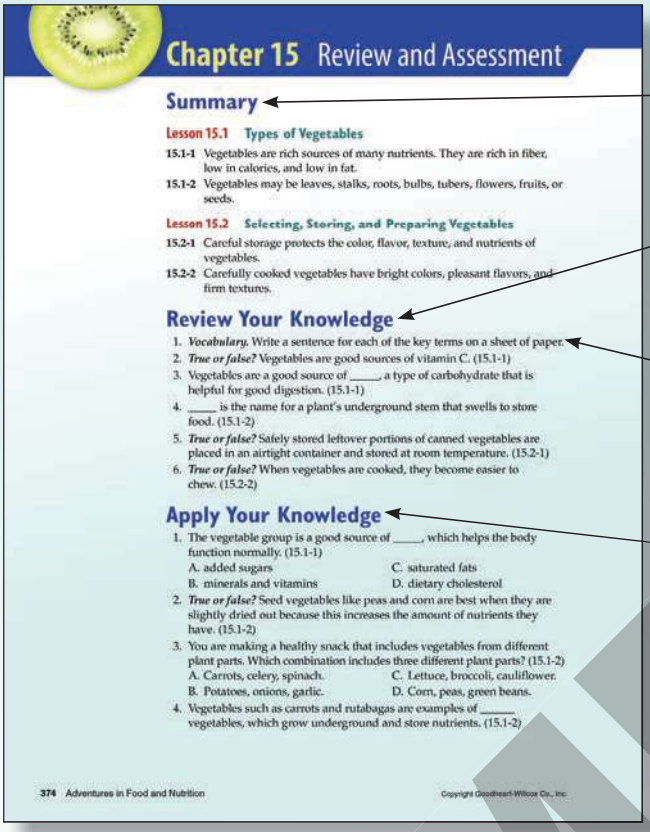
Common allergen substitution: Avoid appropriate allergens when choosing toppings.

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Chapter 12 Ready, Set, Cook! 297

Recipes provide an opportunity to apply basic culinary techniques to prepare tasty dishes.

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Chapter 15 Review and Assessment

Summary

Lesson 15.1 Types of Vegetables

15.1-1 Vegetables are rich sources of many nutrients. They are rich in fiber, low in calories, and low in fat.

15.1-2 Vegetables may be leaves, stalks, roots, bulbs, tubers, flowers, fruits, or seeds.

Lesson 15.2 Selecting, Storing, and Preparing Vegetables

15.2-1 Careful storage protects the color, flavor, texture, and nutrients of vegetables.

15.2-2 Carefully cooked vegetables have bright colors, pleasant flavors, and firm textures.

Review Your Knowledge

1. ***Vocabulary.*** Write a sentence for each of the key terms on a sheet of paper.
2. ***True or false?*** Vegetables are good sources of vitamin C. (15.1-1)
3. Vegetables are a good source of _____, a type of carbohydrate that is helpful for good digestion. (15.1-1)
4. _____ is the name for a plant's underground stem that swells to store food. (15.1-2)
5. ***True or false?*** Safely stored leftover portions of canned vegetables are placed in an airtight container and stored at room temperature. (15.2-1)
6. ***True or false?*** When vegetables are cooked, they become easier to chew. (15.2-2)

Apply Your Knowledge

1. The vegetable group is a good source of _____, which helps the body function normally. (15.1-1)
   A. added sugars
   B. minerals and vitamins
   C. saturated fats
   D. dietary cholesterol
2. ***True or false?*** Seed vegetables like peas and corn are best when they are slightly dried out because this increases the amount of nutrients they have. (15.1-2)
3. You are making a healthy snack that includes vegetables from different plant parts. Which combination includes three different plant parts? (15.1-2)
   A. Carrots, celery, spinach.
   B. Potatoes, onions, garlic.
   C. Lettuce, broccoli, cauliflower.
   D. Corn, peas, green beans.
4. Vegetables such as carrots and rutabagas are examples of _____ vegetables, which grow underground and store nutrients. (15.1-2)

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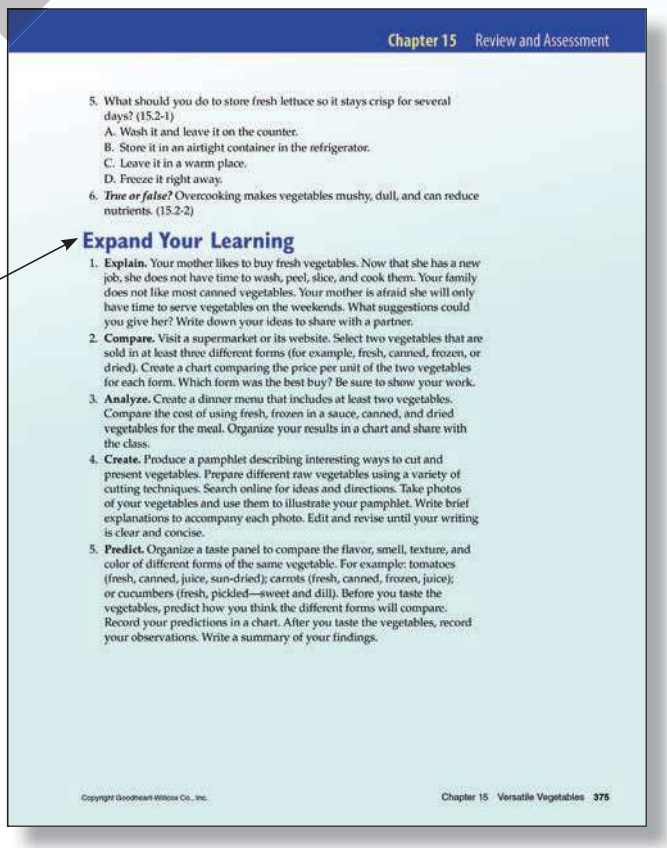
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Summary provides an additional review tool and reinforces key learning outcomes.

Review Your Knowledge questions allow you to demonstrate and reinforce your understanding of what you read.

Complete the **Vocabulary** activity to review your understanding of the **Key Terms**.

Apply Your Knowledge questions enable you to demonstrate knowledge, identification, and application of chapter material.



5. What should you do to store fresh lettuce so it stays crisp for several days? (15.2-1)
   A. Wash it and leave it on the counter.
   B. Store it in an airtight container in the refrigerator.
   C. Leave it in a warm place.
   D. Freeze it right away.
6. ***True or false?*** Overcooking makes vegetables mushy, dull, and can reduce nutrients. (15.2-2)

Expand Your Learning

1. **Explain.** Your mother likes to buy fresh vegetables. Now that she has a new job, she does not have time to wash, peel, slice, and cook them. Your family does not like most canned vegetables. Your mother is afraid she will only have time to serve vegetables on the weekends. What suggestions could you give her? Write down your ideas to share with a partner.
2. **Compare.** Visit a supermarket or its website. Select two vegetables that are sold in at least three different forms (for example, fresh, canned, frozen, or dried). Create a chart comparing the price per unit of the two vegetables for each form. Which form was the best buy? Be sure to show your work.
3. **Analyze.** Create a dinner menu that includes at least two vegetables. Compare the cost of using fresh, frozen in a sauce, canned, and dried vegetables for the meal. Organize your results in a chart and share with the class.
4. **Create.** Produce a pamphlet describing interesting ways to cut and present vegetables. Prepare different raw vegetables using a variety of cutting techniques. Search online for ideas and directions. Take photos of your vegetables and use them to illustrate your pamphlet. Write brief explanations to accompany each photo. Edit and revise until your writing is clear and concise.
5. **Predict.** Organize a taste panel to compare the flavor, smell, texture, and color of different forms of the same vegetable. For example: tomatoes (fresh, canned, juice, sun-dried); carrots (fresh, canned, frozen, juice); or cucumbers (fresh, pickled—sweet and dill). Before you taste the vegetables, predict how you think the different forms will compare. Record your predictions in a chart. After you taste the vegetables, record your observations. Write a summary of your findings.

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Expand Your Learning activities and questions allow you to expand your experience to practice and improve your academic and life skills.

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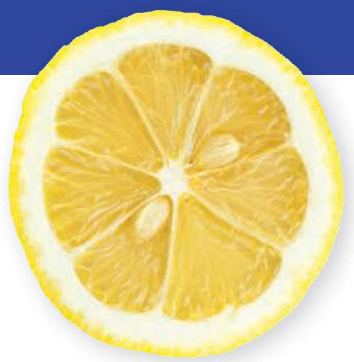


Launch
Implementation and Training

Grow
Ongoing Support and Sharing of Best Practices

Succeed
Strong Outcomes and a True Partnership

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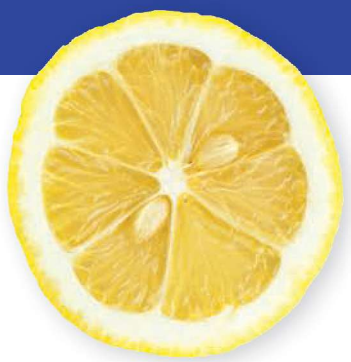
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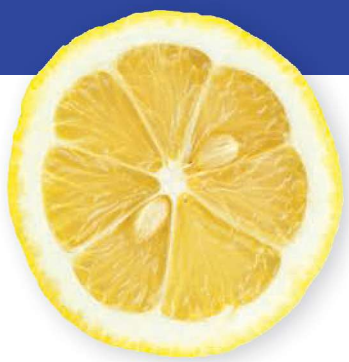
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