Nutrition Concepts and Controversies 14th edition Sizer Test Bank

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Chapter 02 - NUTRITION TOOLS – STANDARDS AND GUIDELINES

True / False

1. So far, the DRI Committee has published recommendations for the vitamins and minerals, along with those for carbohydrates, fiber, lipids, proteins, water, and energy.

a. True

b. False

ANSWER: True

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

KEYWORDS: Bloom's: Understand

2. On average, one should try to get 100% of the DRI for every nutrient to ensure an adequate intake over time.

a. True

b. False

ANSWER: True

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

KEYWORDS: Bloom's: Understand

3. The primary difference between recommendations for nutrient intakes and values set for energy intake is that the value for energy intake is not generous.

a. True

b. False

ANSWER: True

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

KEYWORDS: Bloom's: Understand

4. The DRI are international guidelines that are used around the world.

a. True

b. False

ANSWER: False

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

KEYWORDS: Bloom's: Understand

5. The Daily Values are nutrient standards used to compare the nutrient contents of packaged foods.

a. True

b. False

ANSWER: True

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily

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Values as nutrient standards.

KEYWORDS: Bloom's: Understand

6. The United States is among many countries that establish and publish guidelines for appropriate nutrient intakes.
   a. True
   b. False

ANSWER: True

REFERENCES: Dietary Guidelines for Americans

LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.

KEYWORDS: Bloom's: Understand

7. One of the major disadvantages of the USDA Food Intake Patterns is that they cannot be adapted to other national and cultural cuisines.
   a. True
   b. False

ANSWER: False

REFERENCES: Diet Planning Application

LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.

KEYWORDS: Bloom's: Understand

8. Users of the Food Lists for Diabetes (formerly the Exchange System) can make an informed approximation of the energy-yielding nutrients and calories in almost any food they might encounter.
   a. True
   b. False

ANSWER: True

REFERENCES: Diet Planning Application

LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.

KEYWORDS: Bloom's: Understand

9. The absence of a Tolerable Upper Intake Level for a nutrient implies that it is safe to consume in any amount.
   a. True
   b. False

ANSWER: False

REFERENCES: Nutrient Recommendations

LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

KEYWORDS: Bloom's: Understand

10. The *Dietary Guidelines for Americans 2015* focus on specific nutrients, rather than recommended foods to eat.
   a. True
   b. False

ANSWER: False

REFERENCES: Dietary Guidelines for Americans

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LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

11. An important recommendation of the *Dietary Guidelines for Americans 2015* is to make physical activity a habit.
    a. True
    b. False
ANSWER: True
REFERENCES: Dietary Guidelines for Americans
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

12. By varying food choices among and within food groups in the USDA Food Intake Patterns, you will help to ensure adequate nutrient intakes and protect against large amounts of toxins or contaminants from any one food.
    a. True
    b. False
ANSWER: True
REFERENCES: Diet Planning with the USDA Food Intake Patterns
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

13. “Diets low in sodium may reduce the risk of high blood pressure,”is an example of a health claim allowed on a food label and is reliable because the FDA had substantial scientific support for the claim.
    a. True
    b. False
ANSWER: True
REFERENCES: Checking Out Food Labels
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

Controversy 2 True/False Items

14. There is strong scientific evidence that individual phytochemical supplements safely provide health benefits.
    a. True
    b. False
ANSWER: False
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy T/F
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

Multiple Choice

Comprehension-Level Multiple-Choice Items

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15. Which statement is about the DRI is *FALSE*?
    a. The committee that publishes them is comprised of nutrition experts.
    b. They are minimum requirements, not recommendations.
    c. They are based on review of available scientific research.
    d. They are for individuals who are healthy.
    e. They assume that intakes will vary from day to day.

ANSWER: b
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

16. If a nutrient does not have a Tolerable Upper Intake Level, this means that:
    a. it is safe to consume in any amount.
    b. insufficient data exist to establish a value.
    c. no caution is required when consuming supplements of that nutrient.
    d. it is safe when supplemental levels are added to foods.
    e. it is unsafe to consume in any amount.

ANSWER: b
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

17. Which of the following establishes population-wide average requirements used by nutrition policymakers?
    a. Recommended Dietary Allowances
    b. Daily Values
    c. Recommended Daily Allowances
    d. Adequate Intakes
    e. Estimated Average Requirements

ANSWER: e
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

18. The DRI Committee recommended a diet that provides _____% of its calories from carbohydrate.
    a. 10-35
    b. 20-35
    c. 45-65
    d. 50-70

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e. 75-80

ANSWER: c
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

19. The Dietary Reference Intakes (DRI) are appropriately used for all of the following **except**:
a. estimating the nutrient needs of persons with medical problems.
b. estimating the adequacy of an individual's nutrient intake.
c. planning diets for military personnel.
d. ensuring that minimum nutrient requirements are met.
e. planning diets for school children.

ANSWER: a
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

20. What are the DRI designed for?
a. promotion of healing after injury
b. restoration of health
c. disease treatment
d. nutrient deficiency reversal
e. disease prevention

ANSWER: e
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

21. The Daily Values reflect the needs of an “average person” consuming _____ calories a day.
a. 1,500
b. 2,000
c. 2,500
d. 3,000
e. 1,000

ANSWER: b
REFERENCES: Nutrient Recommendations
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

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KEYWORDS: Bloom's: Understand

22. The *Dietary Guidelines for Americans* are intended for healthy adults and children ages _____ and older.
    a. one
    b. two
    c. three
    d. four
    e. eight

ANSWER: d
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

23. A major guideline for healthy people is to limit calorie intakes and obtain more and varied selections of _____.
    a. red meats
    b. refined grains
    c. full-fat milk or milk products
    d. naturally sweetened beverages
    e. fruits and vegetables

ANSWER: e
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

24. Which of the following is characteristic of Daily Values?
    a. They provide nutrient values for different categories of people.
    b. They are ideal for allowing comparisons among foods.
    c. They are useful as nutrient intake goals for individuals.
    d. They provide information on all DRI nutrients.
    e. Daily Values are calculated based on a 1500-calorie diet.

ANSWER: b
REFERENCES: Nutrient Recommendations;Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

25. The *Dietary Guidelines for Americans* recommend all of the following ***except***:
    a. consuming less than 10% of calories from saturated fatty acids.
    b. consuming less than 300 mg per day of dietary cholesterol.

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c. increasing *trans* fat consumption in the diet.
d. using oils to replace solid fats when possible.
e. keeping total fat consumption between 20 and 35% of total energy.

ANSWER: c
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

26. The *Dietary Guidelines* encourage Americans to consume less:
a. fish and shellfish.
b. fruits.
c. nonfat dairy foods.
d. vegetables.
e. refined grains.

ANSWER: e
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

27. Characteristics of food groups plans include all of the following ***except****:*
a. they sort foods into groups based on nutrient content.
b. they specify that people should eat a certain minimum number of servings from each group.
c. the USDA Food Intake Patterns are an example.
d. they organize foods with respect to their calorie amounts.
e. following such a plan will help ensure dietary adequacy, balance, and variety.

ANSWER: d
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

28. Food group plans primarily dictate:
a. particular foods to choose each day.
b. appropriate portion sizes for foods.
c. estimates of the amounts of carbohydrate, protein, and fat in foods.
d. numbers and sizes of servings to choose each day.
e. the average calories provided by food from each group.

ANSWER: d
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC

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LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

29. Based on the USDA MyPlate, at least _____ of the plate should be occupied by fruits and vegetables at each meal.
    a. $1/3$
    b. $1/4$
    c. $1/2$
    d. $2/3$
    e. $3/4$

ANSWER: c
REFERENCES: Diet Planning Application
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

30. Which of the following foods do **not** fit into any of the five major food groups in the USDA Food Intake Patterns?
    a. yogurt, legumes, and cheese
    b. peaches, peanuts, and ready-to-eat cereal
    c. margarine, gravy, and jelly
    d. eggs, frozen yogurt, and avocados
    e. white bread, whole-grain pasta, and rice

ANSWER: c
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

31. Which of the following foods is de-emphasized in the USDA Food Intake Patterns?
    a. vegetables
    b. fruits
    c. meats
    d. grains
    e. dairy

ANSWER: c
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

32. Which of the following foods in the protein foods group of the USDA Food Intake Patterns has the highest nutrient

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density?

a. luncheon meats
b. fried fish
c. duck with skin
d. chicken with no skin
e. bacon

ANSWER: d
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

33. In the USDA Food Intake Patterns, one ounce of protein foods is equal to all of the following **except**:

a. 1 oz. cooked fish.
b. 1 egg.
c. 1 tbs. peanut butter.
d. 1 cup cooked legumes.
e. ½ oz. nuts.

ANSWER: d
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

34. The best way for a person to get all the essential nutrients and keep energy intake low is to:

a. limit consumption of foods from the grains group.
b. follow the principle of adequacy in dietary intake.
c. follow the principle of variety in dietary intake.
d. choose foods with a high nutrient density from each food group.
e. eat only natural, unprocessed foods.

ANSWER: d
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

35. When planning a healthful diet using the USDA Food Intake Patterns, vegetarians should remember that:

a. they will have difficulty meeting their needs when using the USDA Food Intake Patterns.
b. the vegetable group contains legumes, which can be counted as protein foods.
c. all soy foods and soy milks contain the same nutrient contents as dairy milk.
d. nuts and seeds are high in fat content and should be limited.
e. modifications are prohibited so vegetarians must use another diet planning tool.

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ANSWER: b
REFERENCES: Diet Planning Application
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

36. The MyPlate educational tool has been designed to:
    a. help a diet-planning individual create a diet that more closely follows the USDA Food Intake Patterns.
    b. create an alternative diet plan for individuals not wanting to use the USDA Food Intake Patterns.
    c. help individuals who need to make major changes in their diet for chronic disease control.
    d. substitute for the recommendations of the *Dietary Guidelines for Americans* in diet planning.
    e. be used by professionals with nutrition training.

ANSWER: a
REFERENCES: Diet Planning Application
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

37. For healthy people, the Food Lists for Diabetes help primarily with:
    a. balance.
    b. calorie control.
    c. adequacy.
    d. moderation.
    e. variety.

ANSWER: b
REFERENCES: Diet Planning Application
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

38. In the Food Lists for Diabetes, foods are categorized by:
    a. their exact nutrient values in grams.
    b. their exact number of calories per serving.
    c. the average nutrient values in standardized food portions.
    d. the size of an average portion.
    e. theirapproximate proportion ofempty calories.

ANSWER: c
REFERENCES: Diet Planning Application
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

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39. Which of the following foods is exempt from listing ingredients on the label?
    a. mayonnaise
    b. salad dressing
    c. ice cream
    d. pickles
    e. fresh bananas

ANSWER: e
REFERENCES: Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

40. Amounts of which type of lipids must be listed on food labels?
    a. monounsaturated fat
    b. polyunsaturated fat
    c. omega-3 fat
    d. phospholipids
    e. *trans* fat

ANSWER: e
REFERENCES: Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

41. The bottom portion of the Nutrition Facts panel on a food package:
    a. is different on every label.
    b. provides DRI information for comparison.
    c. conveys information specific to the food inside the package.
    d. lists the Daily Values reminder for selected nutrients.
    e. presents the Daily Values for vitamin D and potassium at four calorie levels.

ANSWER: d
REFERENCES: Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

42. The percentages of the Daily Values on food packages are given in terms of a person requiring _____ calories each day.
    a. 2,000
    b. 2,500
    c. 3,000
    d. 3,500
    e. 1,500

ANSWER: a

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REFERENCES: Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

43. Any food providing 10%-19% of the Daily Value for a nutrient in one serving is considered to be a _____ source of the nutrient.
    a. poor
    b. reliable
    c. good
    d. excellent
    e. fair

ANSWER: c
REFERENCES: Checking Out Food Labels
PREFACE NAME: Comprehension-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

Application-Level Multiple-Choice Items

44. What is one difference between the Dietary Reference Intakes and the Daily Values?
    a. the Daily Values are used in the United States only.
    b. the Dietary Reference Intakes are to be used on food labels.
    c. the Daily Values are a better way of determining nutrient goals of individuals.
    d. the Dietary Reference Intakes do not account for age or gender.
    e. the Dietary Reference Intakes are expressed as a percent of total calories.

ANSWER: a
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

45. When public health officials were determining the amount of folate to add to grain products in the food supply for fortification, they most likely reviewed which of the following values for that particular vitamin for women of child-bearing age?
    a. Adequate Intakes (AI)
    b. Estimated Average Requirements (EAR)
    c. Acceptable Macronutrient Distribution Ranges (AMDR)
    d. Daily Values (DV)
    e. Tolerable Upper Limits (TUL)

ANSWER: b
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.

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KEYWORDS: Bloom's: Understand

46. Concerned about the toxic effects of added nutrients in fortified foods and supplements, when eaten in addition to staple foods, scientists established the _____ category of the Dietary Reference Intakes (DRI).

a. Recommended Dietary Allowances (RDA)
b. Adequate Intakes (AI)
c. Estimated Average Requirements (EAR)
d. Tolerable Upper Intake Levels (UL)
e. Acceptable Micronutrient Distribution Ranges (AMDR)

ANSWER: a
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

47. A person is trying to eat the best diet to reduce the risk of developing chronic disease. She wants to be sure that she will consume adequate nutrients in the best proportions from her foods she selects. Which would be the best DRI recommendation for her to use to ensure she has the best energy nutrient intakes to reduce chronic disease risk?

a. Recommended Dietary Allowances (RDA)
b. Adequate Intakes (AI)
c. Acceptable Macronutrient Distribution Ranges (AMDR)
d. Daily Values (DV)
e. Estimated Average Requirements (EAR)

ANSWER: c
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

48. George is a 35-year-old athlete using nutrient supplements to give him a competitive advantage. Which of the following nutrient intake recommendations would you suggest that George become familiar with?

a. Adequate Intakes
b. Estimated Average Requirements
c. Tolerable Upper Intake Levels
d. Recommended Dietary Allowances
e. Daily Values

ANSWER: c
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

49. Which of the following people would **not** be covered by the DRI, based on assumptions made by the DRI committee?

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a. Harry, a 35-year-old healthy businessman
b. Cindy, a 21-year-old college athlete
c. Robert, a 20 year old with cystic fibrosis
d. Joann, a 35-year-old female vegetarian
e. Kimberly, a healthy 8-year-old female

ANSWER: c
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

50. When referring to the DRI recommended intakes, it is important to remember that:
a. they are designed to help an individual recover from an illness.
b. they are the minimum values needed to maintain health.
c. they are based on the latest available scientific research.
d. they must be consumed daily because they do not account for varied intakes.
e. they are not age or gender specific.

ANSWER: c
REFERENCES: Nutrient Recommendations
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

51. The implications of the U.S. *Dietary Guidelines* include all of the following **except**:
a. foods rather than supplements should provide what you need to consume daily.
b. there is no need to give up your favorite foods or eat strange foods you don't like.
c. you will need to carefully plan in detail what to eat for the best benefits.
d. you should include physical activity in your daily plan along with your food intake.
e. dietary patterns that are higher in plant basedfoods are associated with more favorable environmental outcomes.

ANSWER: c
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

52. Your grandfather has been advised by a neighbor to select his foods using the *Dietary Guidelines for Americans* to help cure his high blood pressure. What advice would you give him?
a. It is a good recommendation because the guidelines are designed to help all people, including those with health problems.
b. Don't use the guidelines because they are not for the elderly.
c. Although the guidelines may help him with his blood pressure, he needs to consult his health care provider for

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recommendations.

d. The guidelines are too expensive for him because he is on a fixed income.

e. If he wants to see any benefit from changing his diet he has to strictly adhere to the recommendations.

ANSWER: c
REFERENCES: Dietary Guidelines for Americans
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

53. Your sister has evaluated her usual diet by comparing it to the USDA Food Intake Patterns and has found that her intakes of fruits, vegetables, and dairy foods are lower than recommended. How would you interpret her results?

a. She needs to eat more of these foods and less of others to keep her calories balanced.

b. She is choosing the right foods because her intake matches the average American diet.

c. Her calorie intake is too low so she needs to increase her food intake.

d. She is choosing too many different kinds of fruits and vegetables.

e. She could use sauces and dips to make vegetables more palatable, thereby increasing her vegetable intake.

ANSWER: a
REFERENCES: Dietary Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

54. A person has eaten the following vegetables over the past week: carrots, pinto beans, corn, cauliflower, coleslaw, and mashed potatoes. Which of the following vegetables should he eat to be sure he has included each of the subgroups for the week?

a. broccoli

b. sweet potatoes

c. green peas

d. mushrooms

e. iceberg lettuce

ANSWER: a
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

55. You are planning a meal that includes a hamburger on a bun, coleslaw, and French fries. To have a more nutrient-dense meal, you should eat:

a. fried chicken, potato salad, a biscuit, and canned peaches.

b. pork tenderloin, green peas, brown rice, and strawberries.

c. spare ribs, scalloped potatoes, cornbread, and chocolate pudding.

d. fried catfish, baked beans, a white dinner roll, and vanilla ice cream.

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e. a hamburger on a bun, nuts, and cheese.

ANSWER: b
REFERENCES: Diet Planning with the USDA Food Intake Patterns;Getting a Feel for the Nutrients in Foods
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
NUCC.SIZR.17.2.6 - Estimate the benefits of a nutrient-dense meal plan through comparison with a meal plan that does not take nutrient density into account.
KEYWORDS: Bloom's: Understand

56. Which of the following includes the recommended daily amounts of food from each group for a sedentary woman of 32 who requires 1,800 kcal/day, based on the USDA Food Intake Patterns?

a. 1 cup nonfat milk; 1 slice toast; $^{1}/_{2}$ cup oatmeal; $^{3}/_{4}$ cup orange juice; 3 oz. chicken breast; $^{1}/_{2}$ cup green beans; 1 medium apple

b. 1/2 cup grape juice; 2 tbs. peanut butter on 2 slices whole-wheat bread; 1 cup nonfat yogurt; 1 medium apple; $^{1}/_{2}$ cup diced cucumbers; 3 oz. baked fish; 1 cup spinach leaves; 1 cup squash; $^{1}/_{2}$ cup carrots; 1 cup cooked rice; 2-oz. whole-wheat dinner roll; $^{1}/_{2}$ cup strawberries; 2 cups nonfat milk

c. 1 cup nonfat milk; 1 cup raisin bran; 1 medium apricot; 1 egg; 3 oz. steak; 1 medium baked potato; $^{1}/_{2}$ cup broccoli; 1 cup nonfat milk; 2-oz. whole-wheat roll

d. 2 slices whole-wheat bread with 1 $^{1}/_{2}$ oz. fat-free natural cheese; $^{1}/_{2}$ cup apple juice; 3 oz. tuna fish salad with 1 cup lettuce leaves; 1 oz. crackers; 1 cup milk; 3 oz. pork chop; $^{1}/_{2}$ cup Brussels sprouts; $^{1}/_{2}$ cup fruit cocktail

e. 1 egg; ½ avocado; ½ cup yogurt; 1 tbs. peanut butter; 1 medium apple; ½ cup spinach; 1 oz. nuts; 3 oz. baked chicken, no skin; 1 oz. goat cheese

ANSWER: b
REFERENCES: Diet Planning with the USDA Food Intake Patterns;Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

57. Which of the following lunches best fits into a meal plan suggesting that a person eat 1 cup vegetables, 2 ounces grains, and 2 ounces protein foods at lunch?

a. sandwich of 2 slices whole-wheat bread, 4 tablespoons nut butter, and 1 tablespoon honey with salad of 1 cup raw spinach

b. sandwich of 2 slices whole-wheat bread and 2 ounces ham, 1 boiled egg, and 1 cup vegetable juice

c. stir-fry of $^{1}/_{2}$ cup tofu and 1 cup mixed vegetables on 1 cup cooked rice

d. 2 ounces broiled salmon and 1 cup thick tomato sauce over $^{1}/_{2}$ cup cooked pasta

e. ½ avocado, ½ cup yogurt, 2 tablespoons peanut butter, and 1 cup cooked spinach

ANSWER: c
REFERENCES: Diet Planning with the USDA Food Intake Patterns;Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.

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NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.

KEYWORDS: Bloom's: Understand

58. Tea and certain spices are not included in the USDA Food Intake Patterns. This means that you should consider which of the following when deciding whether to include them in your diet?

a. They provide no calories so you should not eat them.
b. They contain phytochemicals so you should consider using them.
c. They interfere with nutrients in foods so you should not eat them.
d. They have been excluded from the USDA Food Intake Patterns because they are toxic.
e. They are not included so you should not eat them.

ANSWER: b
REFERENCES: Diet Planning with the USDA Food Intake Patterns
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
KEYWORDS: Bloom's: Understand

59. An important role of the Food Lists for Diabetes system of categorizing foods is to:

a. provide food lists for people who want an exact match on all nutrients in a food category.
b. provide groupings of foods with similar carbohydrate, fat, protein, and calorie contents.
c. calculate the exact number of calories provided by a person’s diet.
d. have foods available from one group to substitute for foods not liked in another group.
e. tell people with diabetes exactly what they can and cannot eat.

ANSWER: b
REFERENCES: Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

60. When you see that foods have a high nutrient density, you should:

a. avoid them because they are too high in calories.
b. choose them if you are trying to lose weight because they have no calories.
c. use them sparingly because they aren’t as healthy.
d. choose them only if you are not meeting your nutrient needs with a supplement.
e. choose them because they form the foundation of the diet in the USDA Food Intake Patterns.

ANSWER: e
REFERENCES: Diet Planning with the USDA Food Intake Patterns; Getting a Feel for the Nutrients in Foods
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.
NUCC.SIZR.17.2.6 - Estimate the benefits of a nutrient-dense meal plan through comparison with a meal plan that does not take nutrient density into account.
KEYWORDS: Bloom's: Understand

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61. When determining the amounts of foods from each group to eat using the USDA Food Intake Patterns, you need to remember that:

a. the recommended amounts will vary, depending on age, physical activity, and gender.
b. the recommended amounts are the same for all food groups to provide nutritional adequacy.
c. you can eat the same foods every day, as long as you are selecting from all food groups.
d. you should not eat more than the recommended amounts from each food group.
e. you have to use a correction factor of 1.5 for grains.

ANSWER: a
REFERENCES: Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

62. For what purpose did the USDA develop the MyPlate as a consumer tool?

a. to replace the USDA Food Intake Pattern groups because they were outdated
b. to make sure that people who use computers don't get bored with written materials
c. to help consumers to understand and apply the USDA Food Intake Patterns
d. to replace the DRI nutrient intake standards
e. to make sure that people are able to meet their fruit and vegetable requirements

ANSWER: c
REFERENCES: Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

63. If you were teaching someone with diabetes how to plan a diet to control carbohydrate intakes, which of the following tools would you use?

a. the USDA Food Intake Patterns
b. the Food Lists for Diabetes
c. MyPlate recommendations
d. *Dietary Guidelines for Americans*
e. the Weight Watchers online application

ANSWER: b
REFERENCES: Diet Planning Application
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.
KEYWORDS: Bloom's: Understand

64. If vitamin C has been added to cranberry juice, the label must include:

a. an explanation of how it was processed.
b. a nutrient claim.
c. a health claim.

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d. nutrient information.
e. only the name and address of the manufacturer.

ANSWER: d
REFERENCES: Checking Out Food Labels
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

65. You are speaking to a group of consumers about ways to use food labels to choose healthy foods in the grocery store. During your presentation, what would you emphasize?
a. using the grams and numbers on the labels to calculate percentages
b. comparing similar food products based on nutrient components
c. understanding the descriptive terms used on food labels
d. a and b
e. b and c

ANSWER: e
REFERENCES: Checking Out Food Labels
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

66. The Nutrition Facts panel on a food label lists the following information for amounts per serving: 111 calories; 23 calories from fat. What percentage of the calories are provided by fat?
a. 11%
b. 19%
c. 21%
d. 32%
e. 33%

ANSWER: c
REFERENCES: Checking Out Food Labels
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

67. If a food label states that a food contains eight percent of the Daily Value for dietary fiber, the food would contain _____ grams of dietary fiber per serving.
a. one
b. two
c. three
d. four
e. eight

ANSWER: b
REFERENCES: Checking Out Food Labels
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.

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KEYWORDS: Bloom's: Understand

68. A food manufacturer has included the following claim on the container label for a product: "Helps maintain normal iron levels." If you were evaluating the claim, you would:

a. be suspicious because this is a structure-function claim requiring no advance approval.
b. know this is an accurate statement because it was reviewed before being put on the label.
c. know that the manufacturer has done extensive research on the claim.
d. be aware that the FDA has done research on the manufacturer's claim.
e. be likely to recommend this product because of the obvious health benefits.

ANSWER: a
REFERENCES: Checking Out Food Labels
PREFACE NAME: Application-Level MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.
KEYWORDS: Bloom's: Understand

Controversy 2 Multiple-Choice Items

69. Which of the following have the scientists who have been doing research on phytochemicals in foods found to be true?

a. Their health benefits in people were recognized before their roles in taste and color of foods.
b. Only a few compounds found in foods can be considered phytochemicals.
c. They are just as effective in a supplement form as in food form.
d. Research has shown the possible health benefits in cell and animal studies.
e. Phytochemicals in supplement form are safe at any level of consumption.

ANSWER: d
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

70. Blueberries have been leading the way in research on the effectiveness of antioxidants against aging effects on the brain. What would be your comments about including more blueberries in your diet?

a. Blueberries are only one of many flavonoid-rich foods that may slow cognitive decline, but can contribute to an overall healthy diet high in plant foods.
b. Blueberries contain a high level of antioxidants so they should be an excellent food to consume to protect against aging effects on the brain.
c. The antioxidant content of blueberries is much higher than most other foods so they should be selected first to add to the diet.
d. Studies done on laboratory rats showed fewer age-related declines in brain function, so those findings can be translated to benefits for humans.
e. Controlled human trials are not needed to confirm whether adding the berries to a person's diet actually does protect the human brain in aging.

ANSWER: a
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both

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food sources and supplements.

KEYWORDS: Bloom's: Understand

71. Recent research on the health benefits of flavonoids found in dark chocolate has shown all of the following **except**:
    a. a flavonoid antioxidant accumulates in the blood of individuals who eat chocolate.
    b. chocolate intake correlates with a lower risk of diabetes and heart disease.
    c. dark chocolate consumption promotes weight loss.
    d. evidence that chocolate improves mood is lacking.
    e. in a study of about 1,000 people, greater chocolate intakes were associated with more depressive symptoms.

ANSWER: c
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

72. Which phytochemical contained in dark chocolate has the potential for positive heart health benefits?
    a. carotenoids
    b. lignans
    c. lutein
    d. flavonoids
    e. tannins

ANSWER: d
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

73. Which of the following is the best and safest source of phytochemicals?
    a. whole foods
    b. supplements
    c. herbal remedies
    d. organic foods
    e. genetically modified organisms

ANSWER: a
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

74. One of the best sources of lycopene is:
    a. tomatoes.
    b. soy products.

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c. garlic.
d. flaxseed.
e. rice.

ANSWER: a
REFERENCES: Are Some Foods Superfoods for Health?
PREFACE NAME: Controversy MC
LEARNING OBJECTIVES: NUCC.SIZR.17.2.7 - Summarize the potential health effects of phytochemicals from both food sources and supplements.
KEYWORDS: Bloom's: Understand

Essay

75. Describe how the DRI Committee establishes DRI values.
ANSWER: A committee of nutrition experts develops, publishes, and updates the DRI. This is a committee of the Food and Nutrition Board of the National Academy of Sciences' Institute of Medicine, working in association with Health Canada. The DRI committee has set values for all of the vitamins and minerals, as well as for carbohydrates, fiber, lipids, protein, water, and energy.For the DRI committee members to set an RDA,ideally, the first step of the DRI committee will be to find out how much of a specific nutrient various healthy individuals need. To do so, the committee reviews studies of deficiency states, nutrient stores and their depletion, and the factors influencing them.The committee selects the most valid data for use in this work.For the committee to set the value, they decide the value high enough so that 97 to 98 percent of the population will be covered but not so high as to be excessive. The committee makes judgments of this kind when setting the DRI recommended intakes for many nutrients. Relatively few healthy people have requirements that are not covered by the DRI recommended intakes.
REFERENCES: Nutrient Recommendations
LEARNING OBJECTIVES: NUCC.SIZR.17.2.1 - State the significance of Dietary Reference Intakes (DRI) and Daily Values as nutrient standards.
KEYWORDS: Bloom's: Understand

76. What changes to the average American diet are necessary for the population to meet the *Dietary Guidelines*?
ANSWER: The Dietary Guidelines committee compared average U.S. nutrient intakes with DRI recommendations and identified two categories of nutrients that pose a public health risk due to their under- or overconsumption, indicating a need for change in U.S. eating habits. Important needed nutrients are undersupplied by the current U.S. diet (vitamins A, D, E, and C, folate, calcium, magnesium, potassium, iron, and fiber) while other, less healthful nutrients are oversupplied (sodium and saturated fat). The U.S. diet is too high in calories and red and processed meat, refined grains, added sugars, sodium, and saturated fat. Improvements are needed in the average U.S. diet—more whole grains, far fewer refined grains, more vegetables and fruit, and more milk—to meet intake goals.
REFERENCES: Dietary Guidelines for Americans
LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.
KEYWORDS: Bloom's: Understand

77. Identify the USDA recommendations for daily physical activity.
ANSWER: The USDA's Physical Activity Guidelines for Americans suggest that to maintain good health, adults should engage in about 2.5 hours of moderate physical activity each week. A

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brisk walk at a pace of about 100 steps per minute (1,000 steps over 10 minutes) constitutes "moderate" activity. For weight control and additional health benefit, more than this minimum amount of physical activity is required.

REFERENCES: Dietary Guidelines for Americans

LEARNING OBJECTIVES: NUCC.SIZR.17.2.2 - Specify how the Dietary Guidelines for Americans work as part of an overall U.S. dietary guidance system.

KEYWORDS: Bloom's: Understand

78. List the major groups and subgroups of the USDA Food Intake Patterns and give an example of a nutrient-dense food from each.

ANSWER: Fruits -Choose whole or cut-up fruits (apples) more often than fruit juice.
Vegetables - **Vegetables subgroups:** Dark green vegetables (broccoli and leafy greens), red and orange vegetables (carrots, pumpkin), legumes (black beans, soybeans, and soy products such as tofu), starchy vegetables (cassava, corn), other vegetables (artichokes, snow peas)

Grains - **Grains subgroups:** Whole grains (barley, brown rice), enriched refined products (cereals, pastas)

Protein foods - **Protein foods subgroups:** Seafood (fish, shellfish);meats, poultry, and eggs (lean or low-fat meats; e.g., poultry without skin); nuts, seeds, and soy products (unsalted almonds,flaxseeds, textured vegetable protein, tofu, peanut butter)

Milk and milk products –Choose fat-free or 1% low-fat milk products.

REFERENCES: Diet Planning with the USDA Food Intake Patterns

LEARNING OBJECTIVES: NUCC.SIZR.17.2.3 - Explain the use of the USDA Food Intake Patterns to plan a nutritious diet.

KEYWORDS: Bloom's: Understand

79. Identify the specific advantages of the Food Lists for Diabetes (formerly the Exchange System).

ANSWER: The Food Lists for Diabetes were developed for use by people with diabetes but can be useful to anyone wishing to control calories. The lists provide estimated grams of carbohydrate, fat, saturated fat, and protein in standardized food portions, as well as their calorie values. These are average gram values for whole groups of foods, so they often differ from the exacting values given for individual foods. With the calorie estimates committed to memory, people can make an informed approximation of the energy-yielding nutrients and calories in almost any food they might encounter.

REFERENCES: Diet Planning Application

LEARNING OBJECTIVES: NUCC.SIZR.17.2.4 - Given the required number of calories, discuss a healthful diet plan by applying the USDA Food Intake Patterns.

KEYWORDS: Bloom's: Understand

80. Name and briefly describe the three types of claims that may appear on food labels. How reliable is each of these types of claims?

ANSWER: Nutrient claims—for example, that a food is "low" in cholesterol or a "good source" of vitamin A—are based on the Daily Values and represent reliable information.
A health claim describes a relationship between a food or its components and a disease or health condition. Many health claims are based on strong scientific evidence and are thus reliable; however the FDA also allows health claims that are backed by weak evidence. These are "qualified" claims in the sense that labels bearing them must also state the strength of the scientific evidence backing them up. Unfortunately, consumers cannot distinguish between scientifically reliable claims and those that are less so.

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Structure-function claims are the least reliable. A label-reading consumer is much more likely to encounter this kind of claim on a food or supplement label than the more regulated health claims just described. For the food manufacturer, printing a *health claim* involves acquiring FDA permission, a time-consuming and expensive process. Instead, the manufacturer can print a similar-looking structure-function claim that requires only FDA notification and no prior approval.A problem is that, to a reasonable consumer, the two kinds of claims may appear identical; for example, “Lowers cholesterol” is an FDA-approved health claim, whereas“Helps maintain normal cholesterol levels” is a less-regulated structure-function claim. Such valid-appearing but unreliable structure-function claims diminish the credibility of all health-related claims on labels.

REFERENCES: Checking Out Food Labels

LEARNING OBJECTIVES: NUCC.SIZR.17.2.5 - Discuss the information included on food labels.

KEYWORDS: Bloom's: Understand

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