

FIFTH EDITION

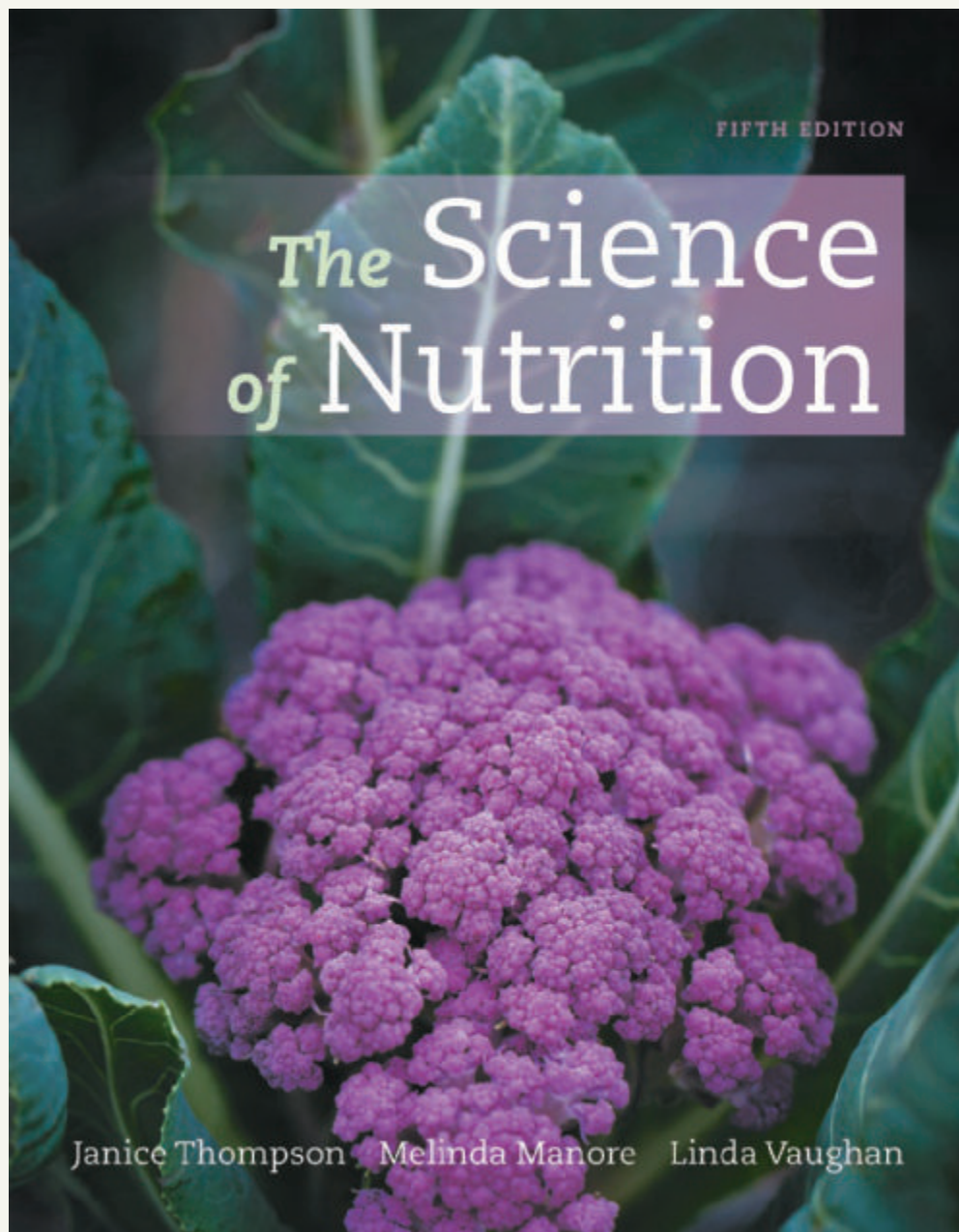
# *The* Science of Nutrition

Janice Thompson  
Melinda Manore   Linda Vaughan



# Move students beyond memorization with a functional approach to nutrition

Organized around the functional approach, *The Science of Nutrition* helps students master tough nutrition concepts while providing rich support to save instructors time. The **5th Edition** includes the most up-to-date scientific research, an increased emphasis on nutrition and disease content, and new pedagogical features to help direct student learning. **Mastering™ Nutrition** includes access to numerous resources, including the mobile-friendly Pearson eText, author-narrated videos, coaching activities that guide students through key nutrition concepts and calculations, autogradable MyDietAnalysis activities, and more!

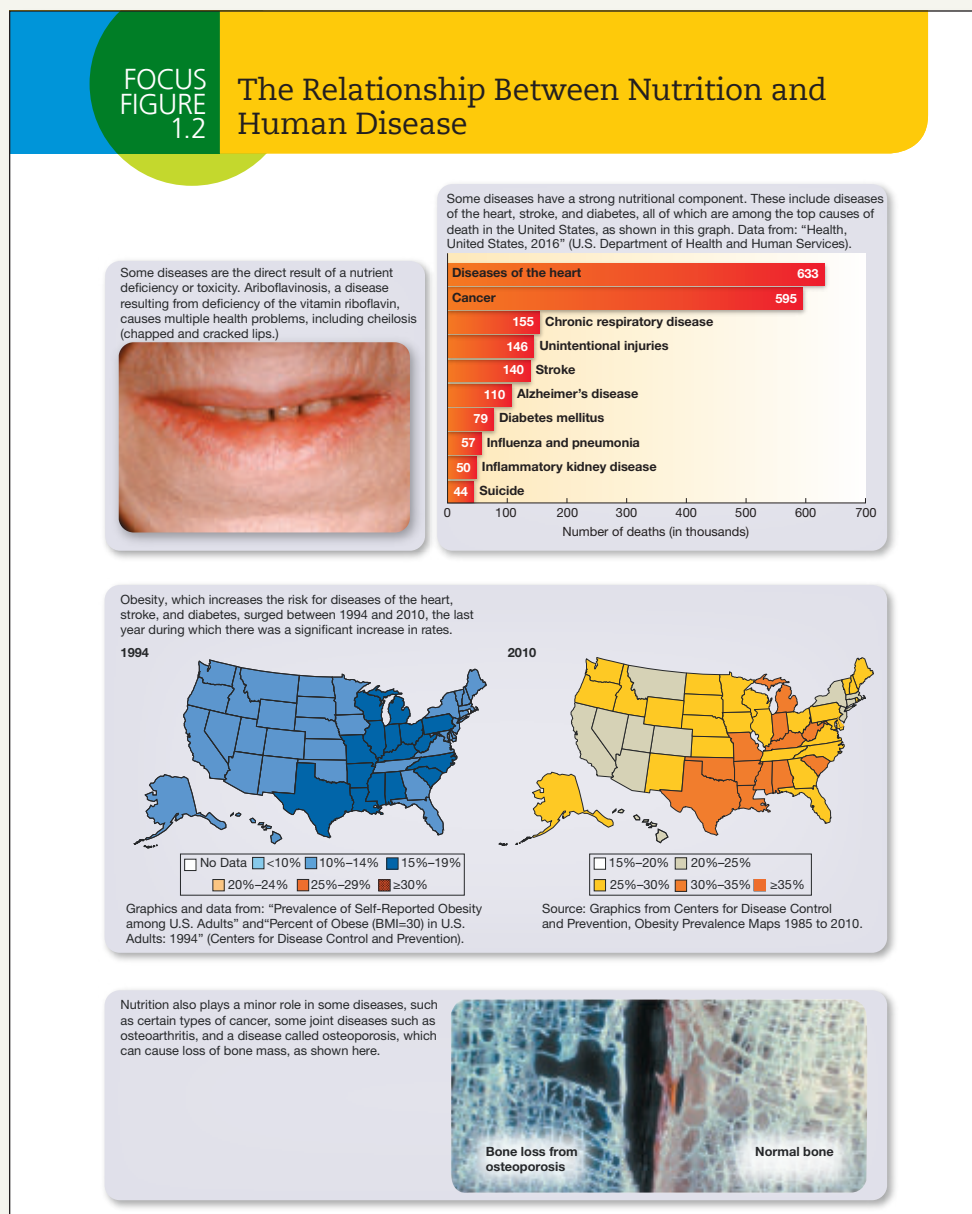


# Help students master difficult nutrition concepts . . .

## UPDATED! Focus Figures

in each chapter are in-depth figures designed to teach key concepts in nutrition through bold, clear, and detailed visual presentations. **New Focus Figures for the 5th Edition** include The Relationship Between Nutrition and Human Disease (pg7) and The Six Groups of Nutrients Found in Foods (pg10). Each Focus Figure is accompanied by an assignable coaching activity in Mastering Nutrition, which guides students through the key nutrition concepts in the figure.

The text also includes **Meal Focus Figures**, which graphically depict the differences in sets of meals, such as a comparison of nutrient density or a comparison of two high-carbohydrate meals, to engage students with useful information.



# and connect the science of nutrition to their health



For a delicious gluten-free dessert, try Peanut Butter Cereal Bars. Just make sure that the rice cereal and oats you use are certified gluten-free. <http://foodhero.org/recipes/peanut-butter-cereal-bars>

**NEW! Icons** in the margin direct students to Oregon State University's FoodHero.org, a site for healthy and fast recipes vetted by the Family and Community Health Department at the Ohio State University.

P. 100

**NEW! Disease Connection icons** throughout the text signal where nutrition and disease is discussed, helping students put diseases in context.

**LO 6** Describe the causes, symptoms, and treatments of common disorders of gastrointestinal function.

## What Disorders Are Related to Digestion, Absorption, and Elimination?



Considering the complexity of digestion, absorption, and elimination, it's no wonder that sometimes things go wrong. Infections, allergic reactions, and a host of other disorders can disturb gastrointestinal functioning, as can merely consuming types or amounts of food that don't match our unique needs. Whenever there is a problem with the GI tract, the absorption of nutrients can be affected. If absorption of a nutrient is less than optimal for a long period of time, malnutrition can result. Let's look more closely at some GI tract disorders and what you might be able to do if they affect you.

P. 96

## Nutri-Case Gustaf

Gustaf is spending a semester of college in the United States—in part to try to improve his command of the English language. He's managing to get through his classes and assignments with help from friends, but when it comes to food shopping, he's often confused. High blood pressure runs in his family, so he wants to make healthful choices, but doesn't always understand the information on food labels. Yesterday, he purchased a frozen chicken pie, thinking that it looked nutritious in the photograph, but when he brought it home, his roommate told him it was "loaded" with saturated fat and sodium.

Given what you've learned about FDA food labels, how do you think Gustaf's roommate knew that the chicken pie was high in saturated fat and sodium? What parts of a food label should his roommate encourage Gustaf to read before he makes a choice? What other tools could Gustaf use at the grocery store to help him locate healthful foods?



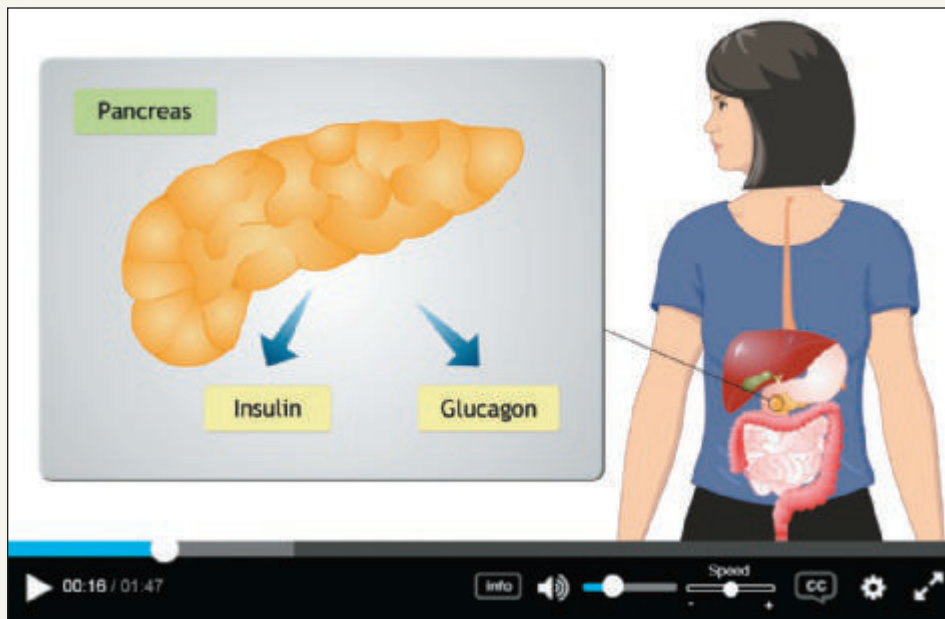
P. 51

## UPDATED! Nutri-Cases

are case studies that help students apply the information covered in class and prompt students to think about solutions to these issues in a real-world context to their own lives. The Nutri-Case profiles have been revised to feature more characters with various backgrounds and nutritional needs, focus on topics drawn from each chapter's content, and prompt students to think about these issues in a real-world context.



# Engage students with dynamic content . . .



## Nutrition Animation Activities

explain big picture concepts that help students learn the hardest topics in nutrition. These animations include questions with wrong-answer feedback that address students' common misconceptions and have been refreshed and made compatible for Mastering and mobile devices.

## Current ABC News videos

cover up-to-date hot topics in the nutrition field, bringing nutrition to life and sparking discussion. These are accompanied by multiple-choice questions with wrong-answer feedback.



# in Mastering™ Nutrition

**Daily Carbohydrate Intake**

Adam needs to eat approximately 4,000 kcals daily to maintain his current weight, given his age, gender, height, weight, and activity level. Calculate how many kcal of carbohydrate Adam should eat each day to meet the AMDR.

---

The AMDR for carbohydrate is 45 to 65 percent of total daily kilocalories.

$$4,000 \text{ kcal} \times 0.45 = 1,800 \text{ kcal}$$

$$4,000 \text{ kcal} \times 0.65 = 2,600 \text{ kcal}$$

If Adam ate between 1,800 and 2,600 kcals of carbohydrate each day, he would meet the AMDR for carbohydrates.

## Math Video Activities

provide hands-on practice of important nutrition-related calculations to help students understand and apply the material. Students watch a video showing the calculation and then are asked questions to check for understanding. Questions include wrong-answer feedback.

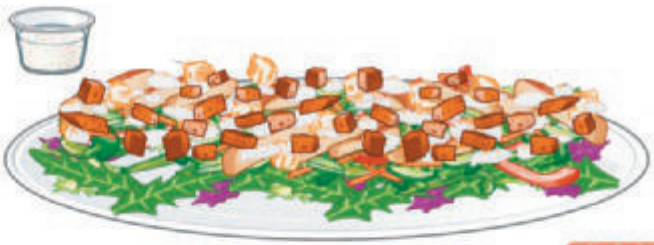
## UPDATED! NutriTool Activities

are dynamic coaching activities that allow students to apply nutrition concepts to improve their health. Activities, such as Carbohydrates on a Food Label and FDA Packaging Requirements, have been updated and/or created to reflect recently-updated nutrition standards.

**Build A Salad**

Choose your: 1. Leafy Greens 2. Vegetables 3. Proteins 4. Extras 5. Dressings

Ranch 1x 2x i  
Ranch Lite 1x 2x i  
Vinaigrette 1x 2x i  
French 1x 2x i  
Blue Cheese 1x 2x i  
Italian 1x 2x i  
Caesar 1x 2x i  
Honey Mustard 1x 2x i



**Nutrition Facts**

1 serving  
Serving size: 1 Salad

**506** Calories per Salad

%DV*	amount per salad	%DV*	amount per salad	%DV*	amount per salad
53%	Total Fat 34.65 g	6%	Total Carbohydrates 17.56 g	86%	Vitamin C 51.80 mg
67%	Saturated Fat 13.41 g	13%	Dietary Fiber 3.20 g	4%	Vitamin B 8.41 mcg
37%	Cholesterol 111.42 mg		Sugars 3.56 g	40%	Calcium 401.26 mg
39%	Sodium 937.38 mg	63%	Protein 31.52 g	12%	Iron 2.27 mg
14%	Potassium 490.78 mg	33%	Vitamin A 483.91 mcg		

Ingredients: Spring Mix, Bell Peppers, Broccoli, Carrots, Cucumbers, Onions, Cobby Jell, Pita, Croutons, Ranch Dressing.

\*Percent Daily Values are based on a diet of other people's secrets. Your daily values may be higher or lower depending on your calorie needs.

# Help students make healthy eating choices



**MyDietAnalysis is included with Mastering Nutrition at no additional charge,** and offers an up-to-date, accurate, reliable, and easy-to-use program for your students' diet analysis needs. Featured is a database of nearly 50,000 foods and multiple reports. Students can track their diet and activity intake accurately—anytime and anywhere—from any device!

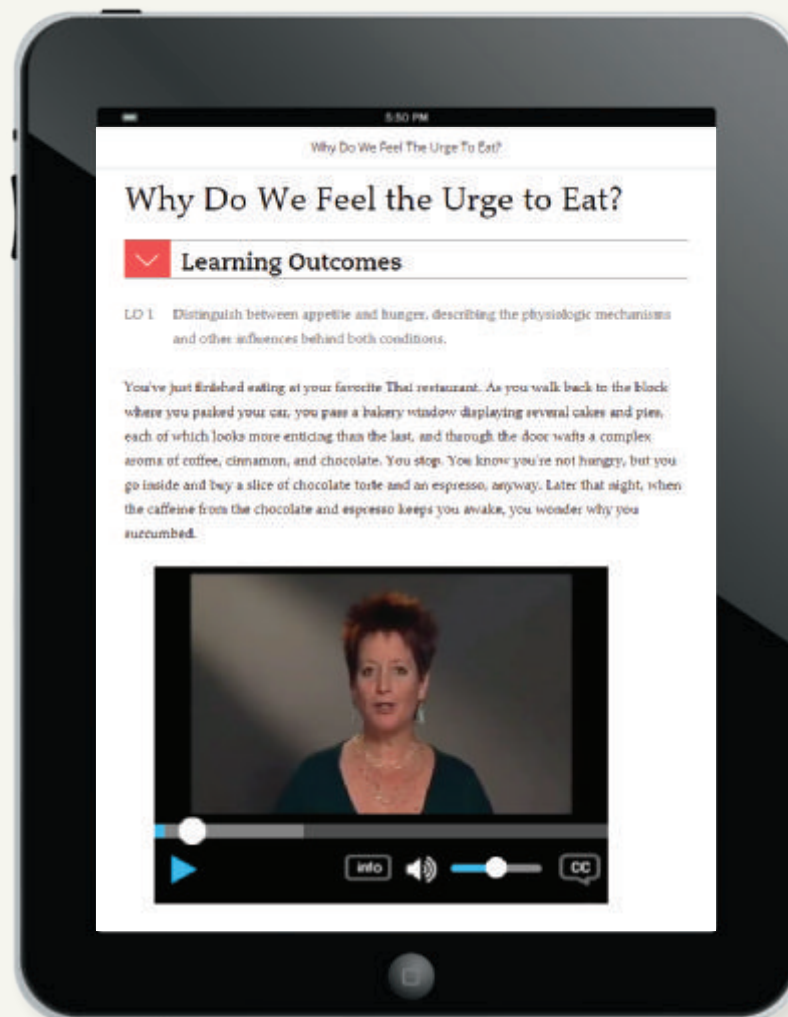
**MyDietAnalysis Personalized Dietary Analysis Activities** are autogradable activities that guide students in a thorough investigation of their dietary intake and are focused on the most commonly assigned topics in diet analysis projects.



# Give students anytime, anywhere access with Pearson eText

**Pearson eText** is a simple-to-use, mobile-optimized, personalized reading experience available within Mastering. It allows students to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media engage students and give them access to the help they need, when they need it. Pearson eText is available within Mastering when packaged with a new book; students can also purchase Mastering with Pearson eText online.

For instructors not using Mastering, Pearson eText can also be adopted on its own as the main course material.











**NEW! Nutrition Concept Videos,** featuring author Janice Thompson explaining difficult concepts, are now embedded in the eText, giving students access to reliable, engaging content right when they need it.



# Instructor support you can rely on

***The Science of Nutrition*** includes a full suite of instructor support materials in the Instructor Resources area in Mastering Nutrition. Resources include PowerPoint lecture outlines; animations, videos, and images to show in class; a test bank; and an instructor manual with in-class activities, diet analysis activities, web resources, and more.

Resources by Chapter		Chapter 7
Download instructor resources from the links below.		
PowerPoint Files		
Chapter 7 PowerPoint Clickers	zip, 418 KB	
Chapter 7 Accessible PowerPoint Lecture	zip, 7.8 MB	
Chapter 7 PowerPoint Quiz Show	zip, 494 KB	
Images		
Chapter 7 Labeled JPEG Images	zip, 13.9 MB	
Animations and Videos		
Chapter 7 ABC News Videos	zip, 65 MB	
Chapter 7 Animations	zip, 46.4 MB	
Instructor Resource and Support Manual		
Chapter 7 Instructor Resource and Support Manual (Word)	docx, 430 KB	
Chapter 7 Instructor Resource and Support Manual (PDF)	zip, 333 KB	

THE SCIENCE OF  
**NUTRITION**

FIFTH EDITION

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## Dedication

This book is dedicated to my amazing family, friends, and colleagues—you provide constant support, encouragement, and unconditional love. It is also dedicated to my students and the communities with which I work—you continue to inspire me, challenge me, and teach me. —**JLT**

This book is dedicated to my wonderful colleagues, friends, and family—your guidance, support, and understanding have allowed this book to happen. —**MMM**

This book is dedicated to my strong circle of family, friends, and colleagues. Year after year, your support and encouragement sustain me. —**LAV**



# About the Authors

## Janice L. Thompson, PhD, FACSM University of Birmingham • United Kingdom



Janice Thompson earned a doctorate in exercise physiology and nutrition at Arizona State University. She is currently Professor of Public Health Nutrition and Exercise at the University of Birmingham in the School of Sport and Exercise Sciences. Her research focuses on designing and assessing the impact of nutrition and physical activity interventions to reduce the risks for obesity, cardiovascular disease, and type 2 diabetes in high-risk populations. She also teaches nutrition and research methods courses and mentors graduate research students.

Janice is a Fellow of the American College of Sports Medicine (ACSM), a Fellow of the European College of Sports Science, and a member of the American Society for Nutrition (ASN), the British Association of Sport and Exercise Science (BASES), and the Nutrition Society. Janice won an undergraduate teaching award while at the University of North Carolina, Charlotte; a Community

Engagement Award while at the University of Bristol; a Doctoral Student Supervisor Award at the University of Birmingham; and the ACSM Citation Award for her contributions to research, education, and service to the Exercise Sciences. In addition to *The Science of Nutrition*, Janice coauthored the Pearson textbooks *Nutrition: An Applied Approach* and *Nutrition for Life* with Melinda Manore.

Janice loves hiking, yoga, traveling, and cooking and eating delicious food. She likes almost every vegetable except fennel and believes chocolate should be listed as a food group.

## Melinda M. Manore, PhD, RD, CSSD, FACSM Oregon State University



Melinda Manore earned a doctorate in human nutrition with minors in exercise physiology and health at Oregon State University (OSU). She is the past chair of the Department of Nutrition and Food Management and is currently an emeritus professor of nutrition at OSU. Prior to her move there, she was a professor at Arizona State University. Melinda's area of expertise is nutrition and exercise, particularly the role of diet and exercise in health and prevention of chronic disease, exercise performance, and weight control. She has a special focus on the energy and nutritional needs of active women and girls across the life cycle.

Melinda is an active member of the Academy of Nutrition and Dietetics (AND) and the American College of Sports Medicine (ACSM). She is the past chair of the AND Research Dietetic Practice Group; served on the AND Obesity Steering Committee; and is an active member of the Sports, Cardiovascular, and Wellness Nutrition Practice Group. She is a fellow of ACSM and has served as vice president and on the Board of Trustees.

Melinda is also a member of the American Society of Nutrition (ASN), the Obesity Society, and Professionals in Nutrition and Exercise Science (PINES). She is the past chair of the U.S. Department of Agriculture (USDA) Nutrition and Health Committee for Program Guidance and Planning, and the USDA, ACSM, and AND Expert Panel Meeting, *Energy Balance at the Crossroads: Translating Science into Action*. She serves, or has served, on the editorial board of numerous research journals and has won awards for excellence in research and teaching. Melinda also coauthored the Pearson textbooks *Nutrition: An Applied Approach* and *Nutrition for Life* with Janice Thompson.

Melinda is an avid walker, hiker, and former runner who loves to garden, cook, and eat great food. She is also an amateur birder.

## Linda A. Vaughan, PhD, RDN, FAND Arizona State University



Linda Vaughan is professor emerita and past director of the School of Nutrition and Health Promotion at Arizona State University (ASU). Linda earned her doctorate in agricultural biochemistry and nutrition at the University of Arizona.

Linda served as an active member of the Academy of Nutrition and Dietetics (AND), the American Society of Nutrition (ASN), and the Arizona Dietetic Association. She served as chair of the Research and Dietetic Educators of Practitioners practice groups of the AND. Linda has received numerous awards, including the Medallion Award from the Academy of Nutrition and Dietetics, the Arizona Dietetic Association Outstanding Educator Award, and multiple awards from Arizona State University for leadership, innovation, mentoring, and community involvement. She was also honored through the establishment of an endowed scholarship in her name to support nutrition and dietetic students at ASU.

In addition to being a coauthor of *The Science of Nutrition*, Linda was also a key contributor to the Pearson textbooks *Nutrition: An Applied Approach* and *Nutrition for Life* by Janice Thompson and Melinda Manore.

In her new, post-retirement free time, Linda enjoys “grandma time,” swimming, cycling, and crafting bread. She also volunteers at the United Food Bank and other local non-profit community agencies.

# Welcome to *The Science of Nutrition*, Fifth Edition!

As nutrition researchers and educators, we know that the science of nutrition is constantly evolving. Our goal as authors is to provide students and instructors with the most recent and scientifically accurate nutrition information available.

## Learning to Avoid Nutrition Confusion

What should I eat? In this age of information saturation, many different answers to that question are available 24 hours a day, from multiple sources: via the Internet, social media, television, and radio; in books, newspapers, and magazines; and on billboards, posters, and the sides of vending machines—even food packages offer nutrition advice. From research studies with contradictory findings to marketing claims for competing products, potential sources of confusion abound.

You're probably not fooled by the ads for diets and supplements in your e-mail inbox, but what kinds of nutrition messages *can* you trust? Which claims are backed up by scientific evidence, and of those, which are relevant to you? How can you evaluate the various sources of nutrition information and find out whether the advice they provide is accurate and reliable? How can you navigate the Internet to find reliable nutrition facts and avoid nutrition myths? How can you develop a way of eating that's right for you—one that supports your physical activity, allows you to maintain a healthful weight, and helps you reduce your risk for chronic diseases? And if you're pursuing a career in nutrition or another healthcare field, how can you continue to obtain the most current and valid information about food and physical activity as you work with individual clients?

## Why We Wrote This Book

*The Science of Nutrition* began with the conviction that both students and instructors would benefit from an accurate, clear, and engaging textbook that links nutrients with their functional benefits. As instructors, we recognized that students have a natural interest in their bodies, their health, their weight, and their success in sports and other activities. We developed this text to demonstrate how nutrition relates to these interests. *The Science of Nutrition* empowers you to reach your personal health and fitness goals while teaching you about the scientific evidence linking nutrition with disease. This information will be vital to your success as you build a career in nutrition or another health-related discipline.

You'll also learn how to debunk nutrition myths and how to distinguish nutrition fact from fiction. Throughout the chapters, material is presented in lively narrative that is scientifically sound and that continually links the evidence with these goals. Information on current events, and recent and ongoing research, keeps the inquisitive spark alive, illustrating how nutrition is very much a “living” science and a source of spirited ongoing debate.

The content of this text is designed for nutrition and other science and healthcare majors, but is also applicable and accessible to students in the liberal arts. We present the *science* of nutrition in a conversational style with engaging features that enable you to master the information and apply it in the real world. To support visual learning, the writing is supplemented by illustrations and photos that are attractive, effective, and level-appropriate.

As teachers, we are familiar with the myriad challenges of presenting nutrition information in the classroom. We have therefore developed an exceptional ancillary package with a variety of tools to assist instructors in successfully meeting these challenges. We hope to contribute to the excitement of teaching and learning about nutrition—a subject that affects every one of us, a subject so important and relevant that correct and timely information can make the difference between health and disease.

## Hallmark Text Features

A multitude of popular features have been updated throughout this new edition, challenging you to think about how the recommendations of different nutritional experts (and others who may be less than expert, such as some media sources) apply to your unique health issues, activity level, energy requirements, food preferences, and lifestyle. **What Do You Think?** questions, formerly known as **Test Yourself**, open each chapter, providing instructors and students an opportunity to challenge common nutrition-related myths and misperceptions. The questions are repeated, with answers, in the end-of-chapter Study Plan. **Nutrition Myth or Fact?** essays, which now appear near the end of each chapter preceding the Study Plan section, explore the science supporting or challenging common beliefs about foods, whereas the shorter **Highlight** essays explore research across a range of important, specific nutritional issues. **Nutrition Label Activities** help you understand and apply food label information, so that you can make better nutritional choices. **You Do the Math** features give you a hands-on chance to practice important calculations that reveal key nutrition information. **Nutrition Milestones** essays explore the breakthrough research behind some of the most important discoveries in nutrition science.

**Food-source figures** identify foods that are good sources of fiber or key micronutrients. These have been redesigned to indicate each food's group by color; thus, for example, students can see at a glance that fruits and vegetables—indicated with bands of red and green—are the key sources of vitamin C. **Focus Figures** illuminate some of the toughest topics for students to learn and understand, including the scientific method, glucose regulation, atherosclerosis, and fluid balance. **Meal Focus Figures** graphically depict the differences in two sets of meals, such as meals high and low in nutrient density, fiber, or protein, to demonstrate to students the power of each day's food choices to influence diet quality.

Four visually vibrant **In Depth** “mini chapters” cover the key areas of alcohol, vitamins and minerals, dietary supplements, and disorders related to body image, eating, and exercise. These offer instructors flexibility in incorporating the topics into their course. The Vitamins and Minerals In Depth specifically provides an overview of micronutrient basics prior to the first functional micronutrients chapter.

In providing these features, in addition to the new features listed shortly, we hope that by the time you finish this book you'll feel more confident in making decisions about your diet and physical activity.

## Nutri-Case | You Play the Expert!

In addition to the aforementioned features, our **Nutri-Case** scenarios—which have been redesigned and comprehensively revised for the Fifth Edition—provide you with the opportunity to evaluate the nutrition-related beliefs and behaviors of a variety of individuals grappling with common nutrition-related challenges. You might find that they remind you of people you know, and you may discover you have something in common with one or more of them. Our hope is that by applying the information you learn in this course to their situations, you will deepen your ability to apply the science of nutrition to your own life.

As you read these case scenarios, keep in mind that they are for instructional purposes, and not intended to suggest that students using this text are qualified to offer nutritional advice to others. In the real world, only properly trained and licensed health professionals are qualified to provide nutritional counseling.

## Mastering Nutrition

The Fifth Edition of *The Science of Nutrition* includes **Mastering Nutrition**, the teaching and learning platform that empowers you to reach *every* student. By combining trusted author content with digital tools developed to engage students and emulate the office-hour

experience, Mastering personalizes learning and improves results for each student. Key Mastering Nutrition features include the following:

- **Pearson eText** is a simple-to-use, mobile-optimized, personalized reading experience available within Mastering. It allows students to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media engage students and give them access to the help they need, when they need it. Pearson eText is available within Mastering when packaged with a new book; students can also purchase Mastering with Pearson eText online.
  - **For instructors not using Mastering, Pearson eText can also be adopted on its own as the main course material.**
- **Focus Figure and Meal Focus Figure Coaching Activities** that guide students through key nutrition concepts with interactive mini-lessons.
- **Nutrition Animations** have been updated and made compatible for Mastering and mobile devices. Corresponding activities with wrong-answer feedback have also been updated.
- **ABC News Videos** with quizzing bring nutrition to life and spark discussion with up-to-date hot topics that occur in the nutrition field. Multiple-choice questions provide wrong-answer feedback to redirect students to the correct answer.
- **18 NutriTools Coaching Activities** allow students to apply nutrition concepts to improve their health through interactive mini-lessons that provide hints and feedback. The Build a Meal, Build a Pizza, Build a Salad, and Build a Sandwich tools have been carefully rethought to improve the user experience, are now HTML5 compatible, and have been updated to reflect the changes in the 2015–2020 USDA Dietary Guidelines.
- **Single sign-on for MyDietAnalysis**, a software system that allows students to complete a diet assignment. Students keep track of their food intake and exercise and enter the information to create a variety of reports (e.g., the balance between fats, carbohydrates, and proteins in their diet; how many calories they’re eating; whether they’re meeting the Recommended Dietary Allowances [RDAs] for vitamins and minerals; etc.). **MyDietAnalysis activities** have been added within Mastering that incorporate the use of MyDietAnalysis and provide instructors the tools to auto-grade commonly assigned portions of their diet analysis projects. A mobile version gives students 24/7 access via their smart phones to easily track food, drink, and activity on the go.
- With **Learning Catalytics™**, you’ll hear from every student when it matters most. You pose a variety of questions that help students recall ideas, apply concepts, and develop critical-thinking skills. Your students respond using their own smartphones, tablets, or laptops. You can monitor responses with real-time analytics and find out what your students do—and don’t—understand. Then, you can adjust your teaching accordingly and even facilitate peer-to-peer learning, helping students stay motivated and engaged. **Clicker questions** from the Instructional Resource Materials are now part of Learning Catalytics with this edition. All questions are specifically tagged to *The Science of Nutrition* and majors nutrition.
- **MP3s** related to chapter content, with multiple-choice questions that provide wrong-answer feedback.
- **Access to Get Ready for Nutrition**, providing students with extra math and chemistry study assistance.
- **A Study Area** that is broken down into learning areas and includes videos, animations, MP3s, and other resources.

## New to the Fifth Edition

The following features are new to the Fifth Edition:

- **Learning outcomes linked to Study Plan.** Each chapter begins with numbered learning outcomes, which are then repeated at the beginning of the corresponding section of the





chapter. At the end of each chapter, the relevant learning outcome is again referenced in the Study Plan, both in the chapter summary and alongside four types of review questions: multiple choice, true or false, short answer, and math review. This coordination of learning outcomes to review material offers students a clear learning path through the chapter. Corresponding activities in Mastering reinforce the connections. The end-of-chapter Study Plan also now repeats the *What Do You Think?* questions from the chapter opener while providing the answers.

- **Food Hero recipe links.** The Fifth Edition identifies nutritious, easy, and low-cost recipes that students can find on the Food Hero website, an initiative of Oregon's Supplemental Nutrition Assistance Program Education (SNAP-Ed). Food Hero is a social marketing campaign developed by the Oregon State University Extension Service and funded jointly by OSU Extension Service, the Oregon Department of Human Services, and the United States Department of Agriculture Food and Nutrition Service.
- **Disorders headings.** New section headings identify main chapter sections devoted to content exploring the interrelationships of nutrition and human disease, including gastrointestinal disorders, diabetes, cardiovascular disease, osteoporosis, obesity, and many others.

The visual walkthrough at the front of the book provides additional information on the features of the Fifth Edition. Specific changes to each chapter include the following:

## Chapter 1

1. Altered Figure 1.1 to reflect the many ways that consuming a nutritious diet contributes to wellness.
2. Added new Focus Figure 1.2 on the relationship between nutrition and human disease, combining former Figures 1.2–1.4.
3. Added information on the determinants of health as identified within *Healthy People 2020*.
4. Added new Focus Figure 1.3, which combines the six groups of nutrients found in foods into one figure.
5. Introduced and defined the term “metabolism” in the margin before it is discussed in more detail in Chapter 7.
6. Added a section introducing beneficial non-nutrient compounds found in food, including functional foods and phytochemicals.
7. Restructured the section on assessing nutrition status to include an overview of the four steps of the Nutrition Care process and organized into the five domains of nutrition assessment as identified by the Academy of Nutrition and Dietetics.
8. Added emphasis that nutrition is an evidence-based science.
9. Updated and further clarified various types of research studies and the information they provide.
10. Added a new Figure 1.6 on Types of Research Studies.
11. Defined the terms “bias” and “systematic review,” adding these to the margin definitions.
12. Introduced the concept of hierarchy of evidence used to rank scientific studies on the quality of evidence they provide.

## Chapter 2

1. Rewrote chapter introduction to better represent the topics presented in the chapter.
2. Reorganized the section on “What Is a Healthful Diet?” to improve flow, and enhanced information on nutrient-dense diets.
3. Added new unnumbered figure on the Guiding Stars nutritional guidance system.
4. Updated information on the new Nutrition Facts panel, including the new design and deadlines for food manufacturers to comply with the changes.
5. Added new Figure 2.4 illustrating the Facts Up Front front-of-pack nutrition labelling system.

6. Deleted FDA Health Claims Report Card, as it is now outdated.
7. Added information on the terms *organic*, *natural*, and *kosher*.
8. Updated the information and reorganized the section on the Dietary Guidelines for Americans, and included more detail on the process of developing the guidelines and selecting committee members.
9. Added a section on the three underlying principles of a healthful eating pattern, including a new Figure 2.5.
10. Restructured the narrative of the information on MyPlate and MiPlato, including the placement of Figures 2.7 (MyPlate) and 2.8 (MiPlato).
11. New Appendix on evolution of contemporary food guides referred to in Chapter 2 and included in the back of the text.
12. Added an updated and restructured section on “What Other Tools Can Help You Design a Healthful Diet,” focusing on the Mediterranean-style eating pattern (Figure 2.11), the exchange system, the Healthy Eating Plate, and the Power Plate (Figure 2.12).
13. Removed information on the ChooseMyPlate Supertracker, as this tool is no longer available; replaced with information on MyPlate Checklist Calculator.
14. Updated nutritional information from McDonald’s and Burger King restaurants in Table 2.3.
15. In the You Do the Math feature called How Much Exercise Is Needed to Combat Increasing Food Portion Sizes?, clarified that the calculations are rough estimates due to the highly variable response of humans to food intake and exercise.
16. In the You Do the Math feature called Determining the Healthiest Food Choices When Eating Out, revised the narrative to focus more on saturated fat intake, and clarified that the chicken sandwich was made with fried chicken.
17. In the Nutrition Myth or Fact feature, added headings to improve flow, and added in new information describing potential factors that prevent people from adopting the Dietary Guidelines for Americans and recommendations for increasing consumer awareness and transparency of the process of DGA development.

### Chapter 3

1. Identified and included a new figure of the four primary tissue layers of the GI tract.
2. Added a Nutrition Online link to a Web page on choking and the Heimlich maneuver.
3. Identified the roles of the goblet cells in the mucosa of the GI tract and the specialized duodenal glands that secrete alkaline mucus into the small intestine.
4. Defined the spleen.
5. Revised the discussion of the neural control of GI functions for greater precision and clarity.
6. Added a brief discussion and photograph of gallstones.
7. Thoroughly updated the discussions of non-celiac gluten sensitivity and irritable bowel syndrome, including the potential role of FODMAP foods.
8. Included CT colonography as one of the colon cancer screening tools available.
9. Comprehensively revised the Nutrition Myth or Fact essay on the microbiome and probiotics/prebiotics/synbiotics.

### Chapter 4

1. Changed the chemical structure of galactose in Figures 4.2 and 4.3 to the form of galactose in foods.
2. Revised and restructured the Highlight called Are All Forms of Sugar the Same? to improve flow and readability. Deleted the table, and added information on coconut sugar.
3. Revised and restructured the section, How Does the Body Regulate Blood Glucose Levels? to improve readability and comprehension of key concepts.
4. Added a section on fructose and its role in insulin release.
5. Added a new graph on the effect of high vs low glycemic foods on blood sugar, and combined this with the figure on glycemic index values of foods.

6. Revised and restructured the section, Carbohydrates Provide Energy for Daily Activities and Exercise to improve readability and comprehension of key concepts.
7. Expanded the sections on Sugar and Blood Lipids, Sugar and Diabetes, and Sugar and Obesity.
8. Revised the sections, How Much Fiber Do We Need, and What Are the Best Sources? to improve readability and comprehension of key concepts.
9. Added information on fiber intake of Americans, including revised Meals Focus Figure highlighting the fiber content in comparison of the two diets.
10. Discussed monk fruit as a non-nutritive sweetener.
11. Added a section on the three blood tests used to diagnose diabetes, including a figure illustrating these tests and the values used to diagnose diabetes and prediabetes.
12. Revised and restructured the section, You Can Reduce Your Risk for Type 2 Diabetes to improve readability and comprehension of key concepts.
13. Added section on metabolic syndrome within discussion of risk factors for type 2 diabetes.
14. Added photo of amputation in the section discussing complications of unmanaged diabetes.
15. Enhanced section on how lifestyle changes reduce a person's risk for type 2 diabetes.
16. Added a section called Dietary Counseling Can Help People Living with Diabetes.
17. Updated the photo of monitoring blood glucose to be more realistic.
18. Updated and restructured the Nutrition Myth or Fact? feature on whether added sugars are the cause of the obesity epidemic, including recent findings related to how consumption of sugar-sweetened beverages are decreasing in the United States (and why this might be the case).

## Chapter 4.5

1. Reorganized the beginning of the chapter to define alcohol and explain its absorption and metabolism first.
2. Added a discussion on the chemistry of alcohol production and the sources of alcohol used in commercial production of alcoholic beverages.
3. Included data on how many Americans do NOT consume alcohol.
4. Added brief discussion related to the mixing of alcoholic beverages with caffeinated energy drinks.
5. Replaced the figure of the Calorie content of alcoholic beverages with a new figure.
6. Moved the content on metabolic and functional tolerance into the discussion of alcohol dependence.
7. Expanded discussion of the impact of alcohol intake (low, moderate, and high levels) to chronic disease risk, including potential mechanisms by which alcohol abuse might contribute to increased risk for cancer.
8. Discussed mandatory government warning label on alcoholic beverages.
9. Added a section on options for the treatment of AUD.

## Chapter 5

1. Included coconut oil in Figure 5.5, and added information on the health-related properties of coconut oil.
2. Added information on medium-chain triglycerides preferential use for energy and reduced storage as adipose tissue.
3. Deleted the Highlight on butter vs margarine in light of the new FDA determination that PHOs are not GRAS, and the ban on PHOs in processed foods.
4. Included new content about satiety and fats.
5. Included new section on fat blockers such as chitosan and orlistat.
6. Included new section on emerging biomarkers for cardiovascular disease.
7. In the Nutrition Myth or Fact essay on the controversy related to the health effects of saturated fats, discussed the recent PURE study.

## Chapter 6

1. Revised Figure 6.9 illustrating how protein shape determines function.
2. Added more detail on amino-acid hormones.
3. Reorganized, tightened, and increased detail provided on roles of protein to improve readability and understanding.
4. Updated information on higher protein needs for active people within the chapter narrative and the end of chapter Nutrition Myth or Fact? feature.
5. Added updated Focus Figure 6.16 that includes percentage of energy from protein for the meals illustrated.
6. Added more information on plant-based and vegan eating patterns.
7. Added new Figure 6.17, comparing the energy and macronutrient content of a vegan-based meal with a meat-based meal.

## Chapter 7

1. Added a new Focus Figure providing an overview of metabolic Intersections.
2. Moved figure on oxidation/reduction reactions from Chapter 10 here.
3. Expanded and updated the discussion of ketogenic diets.
4. Clarified content on how foods and food components might impact energy balance.
5. Thoroughly revised the Highlight on carnitine.

## Chapter 7.5

1. In the nutrient analysis in Meal Focus Figure 1, replaced niacin with potassium and corrected sodium content.
2. Expanded the discussion of the role of vitamin supplements in the prevention of chronic disease.
3. Added an overview of micronutrient functions.
4. Linked the description of minerals to their placement in the Period Table of Elements.

## Chapter 8

1. Added thiamin diphosphate (TDP) to Figure 8.1.
2. Expanded the information on forms of folate and folate digestion, absorption, and transport.
3. Expanded Figure 8.12 to illustrate alternate forms of folate and folate metabolism.

## Chapter 9

1. Revised Figures 9.7, 9.9, and 9.10 to reflect the color bands of the food groups of My Plate.
2. Revised discussion and figure of fluid regulation to highlight the role of the hypothalamus in the thirst response.
3. Added a discussion on the potential increased risk for cancer with prolonged consumption of very hot beverages.
4. Added a discussion of the potential benefits of coffee on cognition.
5. Expanded the discussion of coconut water, including its potential toxicity.
6. Expanded the number of tips for decreasing sodium intake.
7. Expanded the number of tips for increasing potassium intake.
8. Added a new visual of the DASH diet plan.
9. Expanded the discussion on sodium intake and chronic disease risks.
10. Discussed the water conserving adaptation seen with high salt intake.
11. Provided new diagnostic categories for normal BP, elevated BP, and Stages 1 and 2 hypertension.
12. Expanded the discussion of energy drinks and their potential dangers.
13. Restructured beverage section to clarify groupings.
14. Expanded the discussion of dehydration-related heat illnesses.



## Chapter 10

1. Deleted figure of oxidation–reduction reactions, as this figure is now included in Chapter 7 where this concept is first introduced.
2. Added more information on collagen and its role in scurvy.
3. Added new Figure 10.6 on collagen.
4. Added new Figure 10.7, photo indicating scurvy.
5. Added new photo to Figure 10.12, more clearly indicating the deforming arthritis resulting from Kashin-Beck disease.
6. Added new Figure 10.15 of carotenosis.
7. Added more information on vitamin A derivatives and treating acne.
8. Added new Figure 10.20 on follicular hyperkeratosis.
9. Added new information on cancer diagnosis and treatment.
10. Changed the topic of the *Nutrition Myth or Fact?* essay from dietary supplements (now covered in In Depth 10.5) to phytochemicals.

## Chapter 10.5

1. Changed the topic of this In Depth from phytochemicals (now covered in the Chapter 10 *Nutrition Myth or Fact?* essay) to dietary supplements.
2. Added new Figure 1 showing mandatory supplement bottle labelling.
3. Added new Figure 2 showing USP Verified Mark.
4. Expanded the information on interactions between supplements and prescription drugs.
5. Updated entries in Table 1 on herbs with potential for severe adverse effects, and replaced willow bark with sage.
6. Added two new Nutrition Online links for information on supplements linked to liver injury and weight-loss supplement scams.

## Chapter 11

1. Revised chapter introduction to enhance relevance to audience.
2. Corrected error in photo in DXA Figure 11.4.
3. Reorganized the structure of sections discussing nutrients involved in bone health to improve clarity and flow, and ensure consistency across chapters.
4. Updated latest findings regarding possible mechanisms explaining association between obesity and lower levels of circulating vitamin D.
5. Provided latest evidence linked with the controversy of widespread vitamin D deficiency in the United States, and whether there is evidence to support an increase in current vitamin D recommendations.
6. Added information about vitamin K1 and vitamin K2, and their differential impact on bone health.
7. Reorganized section on osteoporosis to clarify subtopics.
8. Added information on type I and type II osteoporosis.
9. Corrected error in photo of X-ray of hip, Figure 11.17.
10. Moved Figure 11.19, illustrating how bone mineral density in women declines with age, from Chapter 19 here. Removed former Figure 11.19 of EPA poster on UV safety.
11. Updated latest information on alcohol, caffeine, sodium, and osteoporosis risk.
12. Updated information on the role of protein in bone health.
13. Expanded section on the role of exercise in reducing osteoporosis risk.
14. Updated the Nutrition Myth or Fact, highlighting the latest findings linked with the controversy around the effectiveness of calcium and vitamin D supplements on bone health.

## Chapter 12

1. Altered the structure of the discussion of iron homeostasis to clarify for students the five mechanisms of absorption, transport, storage, excretion, and recycling.
2. Modestly expanded information on zinc losses, reabsorption, and storage.
3. Added information on clotting time as assessment of vitamin K status.

4. Deleted graph showing prevalence of spina bifida following folate fortification of foods (formerly Figure 12.9).
5. Added a new figure comparing the development of healthy red blood cells to the development of microcytic and macrocytic anemias.
6. Added new discussion of the role of the GI flora in immune health, including the role of probiotics and prebiotics.
7. Significantly expanded information about nutrients and immune function.

## Chapter 13

1. Revised chapter opener to enhance relevance and timeliness.
2. Added information on class 1, class 2, and class 3 obesity.
3. Deleted Figure 13.4 on determining fat patterning consistent with user feedback that this is rarely covered or used; retained information in narrative on measuring waist circumference and health implications for measurements.
4. Deleted Figure 13.7 on lean body mass across different body weights and body fat levels due to user feedback that this concept was unclear and not useful.
5. Added a brief overview of ranges of percentage body fat values.
6. Added information on non-exercise activity thermogenesis (NEAT).
7. Updated information on genetics and obesity.
8. Enhanced information on evidence supporting the set-point hypothesis.
9. Added a section on the protein leverage hypothesis.
10. Added a section on the drift gene hypothesis.
11. Incorporated new information on uncoupling proteins and their association with obesity.
12. Restructured the section on sociocultural factors affecting food choices and body weight to improve flow and enhance clarity.
13. Added information on obesity, inflammation, and its association with the metabolic syndrome.
14. Added new close-up to Figure 13.6 on abdominal obesity and metabolic syndrome.
15. Added information on risk factors resulting from bariatric surgery.
16. Expanded information on appropriate behavioral modifications to promote weight loss.
17. Updated end of chapter *Nutrition Myth or Fact?* essay to include recent information on whether individuals can be obese and metabolically healthy, whether low-carbohydrate diets are effective in supporting long-term weight loss, and additional details on the Atkins diet literature.

## Chapter 14

1. Expanded the list of benefits of regular physical activity.
2. Restructured and expanded section on How Much Physical Activity Is Enough?
3. Added the new *2018 Physical Activity Guidelines Advisory Committee Scientific Report* and updated the guidelines based on this report.
4. Updated information on importance of enjoyment to maintain regular engagement in physical activity.
5. Added information on using fitness and pedometer apps to track physical activity.
6. Increased details on exercise intensity and reducing body fat.
7. Updated DRIs for carbohydrate for athletes and added information on amount and timing of carbohydrate consumption.
8. Added information on whether high-fat diets can support exercise training and athletic performance.
9. Enhanced and updated section on fluid replacement and use of sports beverages.
10. Expanded Figure 14.9 to include graph comparing contribution of fat and carbohydrate as energy sources during activities varying in exercise intensity.
11. Updated and revised Figure 14.11 to enhance clarity and understanding of the concept of a low-carbohydrate diet on muscle glycogen stores.
12. Expanded Nutrition Myth or Fact on ergogenic aids to include HMB, sodium bicarbonate, and nitrate.

## Chapter 14.5

1. Included a new discussion of body image disorders such as body dysmorphic disorder.
2. Included a new discussion of excessive exercise (exercise addiction).
3. Expanded section on emerging syndromes of disordered eating, including night-eating syndrome, purging disorder, atypical anorexia nervosa, orthorexia nervosa, and relative energy deficiency in sports (RED-S), which includes the female athlete triad.
4. Updated Figure 3 to illustrate RED-S and its relationship with the female athlete triad.
5. Expanded material on how genetic and environmental factors interact to contribute to eating disorders.

## Chapter 15

1. Revised chapter opening to discuss the 2018 multistate *E.coli* outbreak involving romaine lettuce.
2. Introduced content on the Hazard Analysis and Critical Control Points system.
3. Introduced content on the Safe Drinking Water Act and the Bioterrorism Act.
4. Added brief passages identifying foods and settings most commonly implicated in foodborne illness.
5. Slightly expanded content on harmful algal blooms.
6. Added a list of tips on how to pack a food-safe lunch.
7. Revised content on “BEST if used by” and “USE by” dates on foods.
8. Added a photo figure to emphasize the safe temperatures for cooking animal-based foods.
9. Added a brief discussion of the meaning of the claim “No added nitrites” on food labels.
10. Expanded the information on lead contamination of water, including a brief passage on the Flint, Michigan, crisis.
11. Slightly expanded the discussion of poly- and perfluoroalkyl substances.

## Chapter 16

1. Deleted the FAO hunger map because the FAO is no longer updating this graphic.
2. Revised and expanded the discussion of how climate change affects food security.
3. Reorganized and expanded the section called How Could Limited Access to Nourishing Food Promote Obesity?, including a new discussion of the WHO term, the *double burden of malnutrition* and the USDA term *low-access census tracts* (commonly called food deserts).
4. Expanded the discussion of the Supplemental Nutrition Assistance Program (SNAP), including information on eligibility criteria, and added information on the Summer Food Service Program.
5. Added a Nutrition Milestone on the history of food stamps/SNAP.
6. Added a Nutrition Online link to the USDA’s food security survey.
7. Briefly mentioned the problem of food insecurity among college students and added a Web link to the College and University Food Bank Alliance.
8. Briefly mentioned the importance of avoiding “poverty porn” in discussing how students can help address global hunger.

## Chapter 17

1. Added definitions for the terms *critical period* and *high birth weight*.
2. Replaced the Highlight on pica to one on the topic of 2017 NIAID guidelines for reducing the risk for childhood food allergies.
3. Added a new Meal Focus Figure comparing two sets of meals for breastfeeding women.
4. Slightly restructured the discussion on food choking hazards for infants to increase emphasis of this important topic.
5. Discussed the potential concerns related to arsenic contamination of rice used in the production of infant rice cereal.
6. Added a new figure (Figure 17.8) illustrating foods linked to an increased risk of listeriosis in pregnant women.

## Chapter 18

1. Expanded roster of calcium-rich foods and beverages appropriate for vegetarian, vegan, and dairy-free dietary patterns in families with children.
2. Expanded roster of protein-rich foods and beverages appropriate for vegetarian and vegan dietary patterns in families with children.
3. Expanded the discussion of the interrelationships between lead toxicity and malnutrition.
4. Added a new discussion of the health problems linked to pediatric obesity.
5. Revised discussion of adolescent acne and diet.
6. Added information related to body image concerns among children and adolescents.
7. Deleted the Highlight on the topic of the importance of breakfast.
8. Updated the Nutrition Facts panel in Figure 18.2 to reflect the new FDA label guidelines.
9. Deleted information on the *We Can!* program, which is outdated.

## Chapter 19

1. Replaced Figure 19.1 with a new graph illustrating the age-related demographics of the U.S. population.
2. Moved former Figure 19.2 on bone mineral density to the discussion of osteoporosis in Chapter 11.
3. Added information on osteosarcopenic obesity syndrome within the discussion of age-related body composition changes.
4. Added a brief discussion of osteoarthritis.
5. Added a short section on gout, with an accompanying photo.
6. Expanded information about Alzheimer's disease and the MIND (Mediterranean-DASH Intervention for Neurodegenerative Delay) diet and its potential impact on risk for cognitive decline and Alzheimer's disease.
7. Expanded information related to community nutrition programs for older adults.

## Appendices, Front Matter, and Back Matter

- New Appendix G, “The USDA Food Guide Evolution” has been added.

## Supplemental Resources for Instructors and Students

### For the Instructor

#### Instructor Review Copy

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### Additional Supplements

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- Instructor Resource and Support Manual in Microsoft Word and PDF formats. This popular and adaptable resource enables instructors to create engaging lectures and additional activities via chapter summaries, learning objectives, chapter outlines, key terms, in-class discussion questions, and activity ideas, including a diet analysis activity and a Nutrition Debate activity for each chapter, in addition to a list of all Web resources by chapter.
- Step-by-step Mastering Nutrition tutorials
- Video introduction to Learning Catalytics™
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### Food Composition Table

978-0-321-66793-9 / 0-321-66793-X

Entries from the USDA Nutrient Database for Standard Reference are provided, offering the nutritional values of over 1,500 separate foods in an easy-to-follow format.

## Course Management Options for Instructors

### Mastering Nutrition

**[www.masteringnutrition.pearson.com/www.pearsonmylabandmastering.com](http://www.masteringnutrition.pearson.com/www.pearsonmylabandmastering.com)**

#### Mastering Nutrition

The Mastering Nutrition online homework, tutorial, and assessment system delivers self-paced tutorials and activities that provide individualized coaching, focus on your course objectives, and are responsive to each student's progress. The Mastering system helps instructors maximize class time with customizable, easy-to-assign, and automatically graded assessments that motivate students to learn outside of class and arrive prepared for lecture.

### For the Student

### Food Composition Table

978-0-321-66793-9 / 0-321-66793-X

Entries from the USDA Nutrient Database for Standard Reference are provided, offering the nutritional values of over 1,500 separate foods in an easy-to-follow format.

### MyDietAnalysis Website

**[www.mydietanalysis.com](http://www.mydietanalysis.com)**

ISBN: 0-321-73390-8

MyDietAnalysis was developed by the nutrition database experts at ESHA Research, Inc. and is tailored for use in college nutrition courses. It offers an accurate, reliable, and easy-

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For online users, a mobile website version of MyDietAnalysis is available, so students can track their diet and activity intake accurately, anytime and anywhere, from their mobile device.

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### **Eat Right! Healthy Eating in College and Beyond**

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This handy, full-color, 80-page booklet provides students with practical guidelines, tips, shopper's guides, and recipes, so that they can start putting healthy eating guidelines into action. Written specifically for students, topics include healthy eating in the cafeteria, dorm room, and fast-food restaurants; eating on a budget; weight-management tips; vegetarian alternatives; and guidelines on alcohol and health.

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Janice L. Thompson



Melinda M. Manore



Linda A. Vaughan

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# Brief Contents

<b>1</b>	<b>The Science of Nutrition: Linking Food, Function, and Health</b>	<b>2</b>
<b>2</b>	<b>Designing a Healthful Diet</b>	<b>40</b>
<b>3</b>	<b>The Human Body: Are We Really What We Eat?</b>	<b>70</b>
<b>4</b>	<b>Carbohydrates: Plant-Derived Energy Nutrients</b>	<b>110</b>
<b>inDEPTH 4.5 Alcohol</b> 154		
<b>5</b>	<b>Lipids: Essential Energy-Supplying Nutrients</b>	<b>166</b>
<b>6</b>	<b>Proteins: Crucial Components of All Body Tissues</b>	<b>212</b>
<b>7</b>	<b>Metabolism: From Food to Life</b>	<b>252</b>
<b>inDEPTH 7.5 Vitamins and Minerals: Micronutrients with Macro Powers</b> 296		
<b>8</b>	<b>Nutrients Involved in Energy Metabolism</b>	<b>308</b>
<b>9</b>	<b>Nutrients Involved in Fluid and Electrolyte Balance</b>	<b>344</b>
<b>10</b>	<b>Nutrients Involved in Antioxidant Function and Vision</b>	<b>382</b>
<b>inDEPTH 10.5 The Safety and Effectiveness of Dietary Supplements</b> 422		
<b>11</b>	<b>Nutrients Involved in Bone Health</b>	<b>428</b>
<b>12</b>	<b>Nutrients Involved in Blood Health and Immunity</b>	<b>466</b>
<b>13</b>	<b>Achieving and Maintaining a Healthful Body Weight</b>	<b>500</b>
<b>14</b>	<b>Nutrition and Physical Activity: Keys to Good Health</b>	<b>542</b>
<b>inDEPTH 14.5 Disorders Related to Body Image, Eating, and Exercise</b> 578		
<b>15</b>	<b>Food Safety and Technology: Protecting Our Food</b>	<b>590</b>
<b>16</b>	<b>Food Equity, Sustainability, and Quality: The Challenge of “Good” Food</b>	<b>626</b>
<b>17</b>	<b>Nutrition Through the Life Cycle: Pregnancy and the First Year of Life</b>	<b>654</b>
<b>18</b>	<b>Nutrition Through the Life Cycle: Childhood and Adolescence</b>	<b>706</b>
<b>19</b>	<b>Nutrition Through the Life Cycle: The Later Years</b>	<b>742</b>



# Contents

## 1

## The Science of Nutrition: Linking Food, Function, and Health 2

### What Is the Science of Nutrition and How Did It Evolve? 4

#### How Does Nutrition Contribute to Health? 6

Nutrition Is One of Several Factors Supporting Wellness 6

A Healthful Diet Can Prevent Some Diseases and Reduce the Risk for Others 6

**Focus Figure 1.2** The Relationship Between Nutrition and Human Disease 7

*Healthy People 2020* Identifies Nutrition-Related Goals for the United States 8

#### What Are Nutrients? 9

Three Macronutrients Provide Energy 9

**Focus Figure 1.3** The Six Groups of Nutrients Found in Foods 10

Micronutrients Assist in the Regulation of Physiologic Processes 14

Water Supports All Body Functions 14

Foods Also Provide Beneficial Non-Nutrient Compounds 15

#### What Are the Current Dietary Intake Recommendations and How Are They Used? 15

The Dietary Reference Intakes Identify a Healthy Person's Nutrient Needs 15

**Focus Figure 1.4** Dietary Reference Intakes (DRIs) 16

Diets Based on the Dietary Reference Intakes Promote Wellness 18

#### How Do Nutrition Professionals Assess Nutritional Status? 18

There Are Five Domains of Nutritional Status Assessment 19

A Finding of Malnutrition Requires Further Classification 21

#### How Can You Interpret Research Study Results? 22

Research Involves Applying the Scientific Method 22

**Focus Figure 1.5** The Scientific Method 24

Various Types of Research Studies Tell Us Different Stories 25

#### How Can You Use Your Knowledge of Research to Evaluate Nutrition Claims? 28

Watch for Conflict of Interest and Bias 28

Evaluate the Quality of the Sources and Content of the Claims 29

Evaluate a Website's Credibility 30

#### Which Sources of Nutrition Advice Are Trustworthy? 31

Trustworthy Experts Are Educated and Credentialed 31

Government Sources of Information Are Usually Trustworthy 32

Professional Organizations Provide Reliable Nutrition Information 33

**Nutrition Myth or Fact?** Nutrigenomics: Personalized Nutrition  
or Pie in the Sky? 34

#### **StudyPlan** Mastering Nutrition 36





## 2

## Designing a Healthful Diet 40

### What Is a Healthful Diet? 42

- A Healthful Diet Is Adequate 42
- A Healthful Diet Is Moderate 43
- A Healthful Diet Is Nutrient Dense 43
- A Healthful Diet Is Balanced 43
- A Healthful Diet Is Varied 43

**Focus Figure 2.1** Optimizing Nutrient Density 44

### How Can Reading Food Labels Help You Improve Your Diet? 45

- Five Components Must Be Included on Food Labels 45
- Use the Nutrition Facts Panel to Evaluate and Compare Foods 46

**Focus Figure 2.3** The Nutrition Facts Panel 47

- Food Labels Can Display a Variety of Claims 48

### How Do the Dietary Guidelines for Americans Promote a Healthful Diet? 51

- The Five Guidelines Encourage a Healthful Eating Pattern 51
- A Healthful Eating Pattern Has Key Components 52
- A Healthful Eating Pattern Is Based on Three Underlying Principles 53

### How Can the USDA Food Patterns Help You Design a Healthful Diet? 53

- Log Onto MyPlate 54
- Limit Empty Calories 55
- Watch Your Serving Size 56

### What Other Tools Can Help You Design a Healthful Diet? 59

- A Mediterranean-Style Eating Pattern Is Healthful 59
- The Exchange System Can Help You Follow a Healthful Eating Pattern 60
- Consider the Healthy Eating Plate or the Power Plate 60
- Get Some High-Tech Help 60

### Can Eating Out Be Part of a Healthful Diet? 61

- Eating Out Can Have Hidden Costs 61
- There Are Many Healthful Ways to Eat Out 63

**Nutrition Myth or Fact?** Nutrition Advice from the U.S. Government:  
Is Anyone Listening? 65

**StudyPlan** Mastering Nutrition 66



## 3

## The Human Body: Are We Really What We Eat? 70

### Why Do We Feel the Urge to Eat? 72

- The Hypothalamus Prompts Hunger in Response to Various Signals 72
- Environmental Cues Trigger Appetite 74

**What Happens to the Food We Eat?** 76

**Focus Figure 3.4** Digestion Overview 78

Digestion Begins in the Mouth 79

The Esophagus Propels Food into the Stomach 80

The Stomach Mixes, Digests, and Stores Food 82

Most Digestion and Absorption Occurs in the Small Intestine 85

The Large Intestine Stores Food Waste Until It Is Excreted 85

**How Does the Body Accomplish Chemical Digestion?** 87

Enzymes and Hormones Play Roles in Digestion 87

Accessory Organs Produce, Store, and Secrete Chemicals Involved  
in Digestion 87

**How Does the Body Absorb and Transport  
Digested Nutrients?** 90

A Specialized Lining Enables the Small Intestine to Absorb Nutrients 90

Four Types of Absorption Occur in the Small Intestine 90

**Focus Figure 3.15** Small Intestine Structure/Function 91

Blood and Lymph Transport Nutrients and Wastes 92

**How Does the Neuromuscular System Support  
the Gastrointestinal System?** 94

The Muscles of the Gastrointestinal Tract Mix and Move Food 94

Nerves Control the Contractions and Secretions of the Gastrointestinal Tract 95

**What Disorders Are Related to Digestion,  
Absorption, and Elimination?** 96

Belching and Flatulence Are Common 96

Heartburn and Gastroesophageal Reflux Disease (GERD) Are Caused  
by Reflux of Gastric Juice 96

A Peptic Ulcer Is an Area of Erosion in the GI Tract 98

Gallstones Are Deposits in the Gallbladder 98

Some People Experience Disorders Related to Specific Foods 98

Vomiting Can Be Acute or Chronic 101

Crohn's Disease and Colitis Are Inflammatory Bowel Diseases 101

Diarrhea, Constipation, and Irritable Bowel Syndrome Are Functional  
Disorders 102

Cancer Can Develop in Any Part of the Gastrointestinal System 104

**Nutrition Myth or Fact?** Should You Grow Your Microbiome? 105

**StudyPlan** Mastering Nutrition 107

**4****Carbohydrates: Plant-Derived  
Energy Nutrients** 110**What Are Carbohydrates?** 112

Simple Carbohydrates Include Monosaccharides and Disaccharides 113

Oligosaccharides and Polysaccharides Are Complex Carbohydrates 116



**How Does the Body Process Carbohydrates?** 119

Digestion Breaks Down Most Carbohydrates into Monosaccharides 119

**Focus Figure 4.6** Carbohydrate Digestion Overview 120

The Liver Converts Most Non-Glucose Monosaccharides  
into Glucose 121

Fiber Is Excreted from the Large Intestine 121

**How Does the Body Regulate Blood Glucose Levels?** 122

Insulin and Glucagon Regulate Blood Glucose Levels 122

**Focus Figure 4.8** Regulation of Blood Glucose 123

Fructose Does Not Stimulate Insulin Release 124

Other Hormones Increase Blood Glucose Levels 124

The Glycemic Index Shows How Foods Affect Our Blood  
Glucose Levels 124

**Why Do We Need Carbohydrates?** 126

Carbohydrates Provide Energy for Daily Activities and Exercise 126

Carbohydrates Spare Protein and Prevent Ketoacidosis 126

Fiber Helps Us Stay Healthy 127

**How Much Total Carbohydrate and Added Sugar  
Should We Eat?** 129

The RDA for Total Carbohydrate Reflects Glucose Use by the Brain 129

Most Americans Eat Too Much Added Sugar 129

Sugars Are Blamed for Many Health Problems 130

**How Much Fiber Do We Need, and What Are  
the Best Sources?** 132

Whole Grains Are Excellent Sources of Fiber 132

Other Good Sources of Fiber Are Vegetables, Fruits, Nuts, and Seeds 133

**Focus Figure 4.16** Maximizing Fiber Intake 135

**What's the Story on Alternative Sweeteners?** 137

Limited Use of Alternative Sweeteners Is Not Harmful 137

The Effect of Artificial Sweeteners on Weight Management Is Unclear 139

**What Disorders Are Related to Carbohydrate  
Metabolism?** 140

Diabetes Is Impaired Regulation of Glucose 140

Diabetes Damages Blood Vessels 141

There Are Two Main Forms of Diabetes 141

**Focus Figure 4.20** Diabetes 142

Three Blood Tests Are Used to Diagnose Diabetes 144

You Can Reduce Your Risk for Type 2 Diabetes 144

Dietary Counseling Can Help People Living with Diabetes 146

Hypoglycemia Is Low Blood Glucose 146

Lactose Intolerance Is an Inability to Digest Lactose 147

**Nutrition Myth or Fact?** Are Added Sugars the Cause  
of the Obesity Epidemic? 148

**StudyPlan** Mastering Nutrition 150

## 4.5 inDEPTH Alcohol 154

### What Is Alcohol and How Is It Metabolized? 155

Fermentation of Sugar Yields Alcohol 155

Alcohol Is Metabolized in the Stomach and Liver 155

### What Do We Know about Moderate Alcohol Intake? 156

Moderate Alcohol Intake Can Offer Certain Health Benefits 156

Moderate Alcohol Intake Is a Concern for Some People 157

### What Are Two Alcohol Use Disorders? 158

Alcohol Abuse Endangers Health, Functioning, or Relationships 158

Alcohol Dependence Is a Disease 158

### What Are the Effects of Alcohol Use Disorders? 159

Alcohol Hangovers 159

Reduced Brain Function 159

Alcohol Poisoning 160

Reduced Liver Function 160

Increased Risk for Chronic Disease 161

Malnutrition 161

Increased Risk for Traumatic Injury 162

Fetal and Infant Health Problems 162

### How Can You Take Control of Your Alcohol Intake? 164

Try These Personal Strategies 164

Assess Your Alcohol Intake 164

Get Help 164

### How Can You Talk to Someone about Their Alcohol Use? 165



## 5

## Lipids: Essential Energy-Supplying Nutrients 166

### What Are Lipids? 168

Triglycerides Are the Most Common Food-Based Lipid 168

Phospholipids Combine Lipids with Phosphate 170

Sterols Have a Ring Structure 171

### Why Are Some Triglycerides Better than Others? 172

Fatty Acid Chain Length Affects Digestion and Absorption 172

Level of Hydrogen Saturation Influences Health Effects 172

Carbon Bonding Influences Shape 173

*Trans* Fatty Acids Are Especially Harmful 174

Essential Fatty Acids Have Unique Health Benefits 175





**How Does the Body Process Lipids?** 178

The Gallbladder, Liver, and Pancreas Assist in Fat Digestion 178

**Focus Figure 5.8** Lipid Digestion Overview 179

Absorption of Lipids Occurs Primarily in the Small Intestine 181

Fat Is Stored in Adipose Tissues for Later Use 183

**Why Do We Need Lipids?** 183

Lipids Supply Energy When We Are at Rest 183

Lipids Fuel Physical Activity 183

Body Fat Provides Stored Energy and Protection 185

Dietary Fat Enables the Transport of Fat-Soluble Vitamins 185

Lipids Help Maintain Many Cell Functions 185

Fats Contribute to the Flavor and Texture of Foods 185

**How Much Dietary Fat Should We Eat?** 186

Total Fat Intake Should Stay Within the AMDR 186

Aim for a Balance of the Essential Fatty Acids 187

Limit Saturated Fats 187

Avoid *Trans* Fatty Acids 189

Avoid Excessive Dietary Cholesterol 189

**Meal Focus Figure 5.14** Reducing Saturated Fat 190

**How Can You Choose the Most Healthful Fats?** 191

Eat More Sustainable Fish 191

Pick Plants 192

Don't Let the Fats Fool You! 192

Watch Out When You're Eating Out! 193

Be Aware of Fat Replacers 195

Fat Blockers Contribute Minimally to Weight Loss 195

**What Role Do Lipids Play in Cardiovascular Disease?** 196

Cardiovascular Disease Involves the Heart or Blood Vessels 196

**Focus Figure 5.16** Atherosclerosis 197

Many Risk Factors for Cardiovascular Disease Are Modifiable 198

Blood Lipid Levels Are Linked to Cardiovascular Disease Risk 199

**Focus Figure 5.18** Lipoprotein Transport and Distribution 200

Lifestyle Changes Can Prevent or Reduce the Risk for Cardiovascular Disease 203

Prescription Medications Can Reduce Cardiovascular Disease Risk 204

**What Role Do Lipids Play in Cancer?** 204

**Nutrition Myth or Fact?** Are Saturated Fats Bad or Benign? 206

**StudyPlan** Mastering Nutrition 208

**6****Proteins: Crucial Components  
of All Body Tissues** 212**What Are Proteins?** 214

The Building Blocks of Proteins Are Amino Acids 214

The Body Can Synthesize Only Some Amino Acids 215

**How Are Proteins Made? 216**

- Amino Acids Bond to Form a Variety of Peptides 216
- Genes Regulate Amino Acid Binding 217
- Protein Turnover Involves Synthesis and Degradation 218
- Protein Organization Determines Function 218
- Focus Figure 6.6** Protein Synthesis 219
- Protein Denaturation Affects Shape and Function 221
- Protein Synthesis Can Be Limited by Missing Amino Acids 221
- Protein Synthesis Can Be Enhanced by Mutual Supplementation 222

**How Does the Body Process Proteins? 223**

- Stomach Acids and Enzymes Break Proteins Into Short Polypeptides 223
- Enzymes in the Small Intestine Break Polypeptides Into Single Amino Acids 223
- Focus Figure 6.11** Protein Digestion Overview 224
- Protein Digestibility Affects Protein Quality 225

**Why Do We Need Proteins? 225**

- Proteins Contribute to Cell Growth, Repair, and Maintenance 225
- Proteins Act as Enzymes and Hormones 226
- Proteins Help Maintain Fluid and Electrolyte Balance 226
- Proteins Help Maintain Acid–Base Balance 226
- Proteins Help Maintain a Strong Immune System 227
- Proteins Serve as an Energy Source 228
- Proteins Assist in the Transport and Storage of Nutrients 229
- Proteins Are Critical to Nerve Function, Blood Clotting, and Wound Healing 229

**How Much Protein Should We Eat? 230**

- Nitrogen Balance Is a Method Used to Determine Protein Needs 230
- The RDA May Not Meet Everyone’s Protein Needs 231
- Most Americans Meet or Exceed the RDA for Protein 232
- Meal Focus Figure 6.16** Choosing Nutrient-Dense Proteins 233
- The Health Effects of High Protein Intake Are Unclear 234

**How Can You Choose the Most Healthful Proteins? 234**

- Legumes Are a Key Source of Plant Protein 235
- Nuts Are a Healthful High-Protein Food 237
- Quorn and Ancient Grains Are “New” Protein-Rich Foods 237
- Protein and Amino Acid Supplements Don’t Live Up to Their Hype 237

**Can a Vegetarian Diet Provide Adequate Protein? 239**

- There Are Many Types of Vegetarian Diets 239
- People Choose Vegetarianism for Many Different Reasons 240
- A Vegetarian Diet Can Present Some Challenges 242
- MyPlate Can Help You Plan a Vegetarian Diet 242

**What Disorders Are Related to Protein Intake or Metabolism? 243**

- Protein Deficiency Can Result in Severe Illness and Death 243
- Numerous Disorders Are Related to Genetic Defects 245
- Nutrition Myth or Fact?** Are Current Protein Recommendations High Enough? 246

**StudyPlan** Mastering Nutrition 248



## 7 Metabolism: From Food to Life 252

### Why Is Metabolism Essential for Life? 254

- Anabolism and Catabolism Require or Release Energy 254
- Energy Stored in Adenosine Triphosphate Fuels the Work of All Body Cells 255

### What Chemical Reactions Are Fundamental to Metabolism? 256

- Dehydration Synthesis and Hydrolysis Reactions Involve Water 257
- Focus Figure 7.4** Overview of Metabolism 258
- In Phosphorylation Reactions, Molecules Exchange Phosphate 259
- In Oxidation–Reduction Reactions, Molecules Exchange Electrons 260
- Enzymes Mediate Metabolic Reactions 261

### How Is Energy Extracted From Carbohydrates? 262

- In Glycolysis, Glucose Is Broken Down Into Pyruvate 262
- In the Absence of Oxygen, Pyruvate Is Converted to Lactate 263
- In the Presence of Oxygen, Pyruvate Is Converted to Acetyl CoA 265
- The TCA Cycle Begins With the Entry of Acetyl CoA 265
- Oxidative Phosphorylation Captures Energy as ATP 267

### How Is Energy Extracted From Fats? 268

- Glycerol Is Converted to Pyruvate 268
- Fatty Acids Are Converted to Acetyl CoA 268
- Fatty Acids Cannot Be Converted to Glucose 269
- Ketones Are a By-Product of Fat Catabolism 270

### How Is Energy Extracted From Proteins? 274

- In Proteolysis, Proteins Are Broken Down to Amino Acids 274
- In Oxidative Deamination, the Amino Group Is Removed 274
- After Deamination, the Carbon Skeleton Feeds Into Energy Production 274
- Excess Protein Is Stored as Fat 275
- Ammonia Is a By-Product of Protein Catabolism 275

### How Is Alcohol Metabolized? 276

- Alcohol Is Metabolized Through Oxidation 276
- Oxidation of Alcohol Begins in the Stomach 277
- Oxidation of Alcohol Continues in the Liver 277

### How Is Energy Stored? 279

- The Energy of Dietary Glucose Is Stored as Muscle and Liver Glycogen 279
- The Energy of Dietary Triglycerides Is Stored as Adipose Tissue 279
- The Energy of Dietary Proteins Is Found as Circulating Amino Acids 280

### How Are Key Nutrient Compounds Synthesized? 280

- Gluconeogenesis Is the Synthesis of Glucose 280
- Lipogenesis Is the Synthesis of Fatty Acids 281
- Cholesterol Is Synthesized From Acetyl CoA 281
- Transamination Allows Synthesis of Nonessential Amino Acids 282

### What Hormones Regulate Metabolism? 283

**How Do Feeding and Fasting Affect Metabolism?** 284

Feeding Is an Anabolic State 284

**Focus Figure 7.28a** Metabolic Response to Feeding 285

Short-Term Fasting Stimulates Catabolism 286

Prolonged Starvation Triggers Dramatic Changes in Metabolism 286

**Focus Figure 7.28b** Metabolic Response to Fasting 287

**Nutrition Myth or Fact?** “Speed Up Your Metabolism!” Is It Just a Dream? 289

**StudyPlan** Mastering Nutrition 292

## 7.5 inDEPTH Vitamins and Minerals: Micronutrients with Macro Powers 296

**How Were the Micronutrients Discovered?** 297

**How Are Vitamins Classified?** 297

Vitamins Are Classified According to Their Solubility 297

The Same Vitamin Can Have Different Names and Forms 300

**How Are Minerals Classified?** 300

Minerals Are Classified According to Intake Requirements 301

The Same Mineral Can Have Different Forms 303

**How Do Our Bodies Use Micronutrients?** 301

What We Eat Differs From What We Absorb 302

What We Eat Differs From What Our Cells Use 304

**What Are Some Controversies in Micronutrient Metabolism?** 304

Are Supplements Healthful Sources of Micronutrients? 304

**Meal Focus Figure 1** Maximizing Micronutrients 305

Can Micronutrients Prevent or Treat Chronic Disease? 306

Do More Essential Micronutrients Exist? 307



## 8 Nutrients Involved in Energy Metabolism 308

**How Does the Body Regulate Energy Metabolism?** 310

The Body Requires Vitamins and Minerals to Produce Energy 310

Some Micronutrients Assist with Nutrient Transport and Hormone Production 312



## How Do Thiamin, Riboflavin, and Niacin Assist in Energy Metabolism? 312

Thiamin (Vitamin B<sub>1</sub>) Contributes to Carbohydrate and Protein Metabolism 313

Riboflavin (Vitamin B<sub>2</sub>) Supports Carbohydrate, Protein, and Fat Metabolism 315

Niacin Is Essential to Carbohydrate, Protein, and Fat Metabolism 317

## How Do Vitamin B<sub>6</sub>, Folate, and Vitamin B<sub>12</sub> Support Energy Metabolism? 319

Vitamin B<sub>6</sub> (Pyridoxine) Is Critical for Amino Acid Metabolism 319

Folate Assists Amino Acid Metabolism 322

Vitamin B<sub>12</sub> (Cobalamin) Supports DNA Synthesis and Homocysteine Metabolism 325

## What Are the Roles of Pantothenic Acid, Biotin, and Choline in Energy Metabolism? 328

Pantothenic Acid Supports Metabolism of Fatty Acids 328

Biotin Is Involved in Carbohydrate, Protein, and Fat Metabolism 328

Choline Is Important in Lipid Metabolism and Transport 329

## How Do Minerals Help Regulate Energy Metabolism? 331

Iodine Is a Component of Thyroid Hormones 331

Chromium Enhances Glucose Transport 332

Manganese Plays Many Roles in Metabolism 334

Sulfur Is a Component of Thiamin and Biotin 334

## Does B-Vitamin Intake Influence the Body's Capacity for Physical Activity? 335

**Nutrition Myth or Fact?** Treating Premenstrual Syndrome

With Vitamin B<sub>6</sub> and Folic Acid: Does It Work? Is It Risky? 338

**StudyPlan** Mastering Nutrition 340



# 9

## Nutrients Involved in Fluid and Electrolyte Balance 344

### What Is Body Fluid? 346

Body Fluid Is the Liquid Portion of Cells and Tissues 346

Body Fluid Is Composed of Water and Solutes 347

### Why Do We Need Water and Electrolytes? 348

Water Performs Functions Critical to Life 348

Electrolytes Support Many Body Functions 351

**Focus Figure 9.5** Fluid and Electrolyte Balance 353

### How Does the Body Maintain Fluid Balance? 354

We Gain Fluids Through Consumption and Metabolism 354

We Lose Fluids Through Urine, Sweat, Evaporation, Exhalation, and Feces 356

### How Does the Body Maintain Acid–Base Balance? 357



## How Much Water Should We Drink, and What Are the Best Sources? 358

Our Requirements for Water Are Individualized 358

Public Tap Water Is Safe to Drink 359

All Beverages Are Not Created Equal 359

## How Do Four Major Minerals Contribute to Fluid Balance? 363

Sodium Is the Body's Major Extracellular Cation 363

Potassium Is the Body's Major Intracellular Cation 366

Chloride Is the Body's Major Extracellular Anion 367

Phosphorus Is the Body's Major Intracellular Anion 368

## What Disorders Are Related to Fluid and Electrolyte Imbalances? 369

Dehydration Develops as Fluid Loss Exceeds Fluid Intake 369

Dehydration Increases the Risk for Heat Illnesses 370

Overhydration Is Also Dangerous 371

One-Third of Americans Have Hypertension 371

Electrolyte Imbalances Can Cause Seizures 374

Kidney Disorders Commonly Affect Body Fluids 374

Congestive Heart Failure May Be Managed With Fluid Restriction 374

**Nutrition Myth or Fact?** Low Sodium Diets: Fit for All or Just a Few? 376

**StudyPlan** Mastering Nutrition 378

# 10

## Nutrients Involved in Antioxidant Function and Vision 382

### What Are Antioxidants and How Does the Body Use Them? 384

Oxidation Is a Chemical Reaction in Which Atoms Lose Electrons 384

Free Radicals Can Destabilize Other Molecules and Damage Cells 385

Antioxidants Work by Stabilizing Free Radicals or Opposing Oxidation 386

### What Makes Vitamin E a Key Antioxidant? 387

There Are Several Forms of Vitamin E 387

Vitamin E Donates an Electron to Free Radicals 387

How Much Vitamin E Should We Consume? 388

### Why Is Vitamin C Critical to Health and Functioning? 390

Vitamin C Helps Synthesize Tissues and Functional Compounds 390

Vitamin C Acts as an Antioxidant and Boosts Absorption of Iron 391

How Much Vitamin C Should We Consume? 393

### What Minerals Act in Antioxidant Enzyme Systems? 395

Selenium Is a Critical Component of the Glutathione Peroxidase Enzyme System 395

Copper, Iron, Zinc, and Manganese Assist in Antioxidant Function 397





**What Is Beta-Carotene, and What Are Its Roles in the Body?** 397

Beta-Carotene Is a Provitamin 397

Beta-Carotene Has Antioxidant Properties 398

How Much Beta-Carotene Should We Consume? 398

**How Does Vitamin A Support Vision and Other Functions?** 400

There Are Three Active Forms of Vitamin A 400

Vitamin A Is Essential to Sight 401

**Focus Figure 10.17** Vitamin A's Role in Vision 402

Vitamin A Supports Cell Differentiation, Reproduction, and Bone Growth 404

Vitamin A Derivatives Are Effective in Treating Acne 404

How Much Vitamin A Should We Consume? 405

**How Is Cancer Related to Free-Radical Damage?** 407

Cancer Is a Group of Diseases Characterized by Cells Growing Out of Control 407

Cancer Develops in Three Stages 408

A Variety of Factors Influence Cancer Risk 408

Antioxidants Play a Role in Reducing Cancer Risk 411

Early Diagnosis and Treatment Improves Prognosis 412

**What Role Does Free Radical Damage Play in Cardiovascular Disease?** 413**Nutrition Myth or Fact?** Phytochemicals: Another Advantage of Plants? 415**StudyPlan** Mastering Nutrition 418**10.5 inDEPTH The Safety and Effectiveness of Dietary Supplements** 422**How Are Dietary Supplements Regulated?** 423**Are There Special Precautions for Herbs?** 424**Should You Take a Micronutrient Supplement?** 425**11 Nutrients Involved in Bone Health** 428**How Does the Body Maintain Bone Health?** 430

The Composition of Bone Provides Strength and Flexibility 430

The Constant Activity of Bone Tissue Promotes Bone Health 431

**How Do We Assess Bone Health?** 433**Why Is Calcium Critical to Healthy Bone?** 434

Calcium Plays Many Roles Critical to Body Functioning 434

Calcium Bioavailability Varies 435

**Focus Figure 11.5** Regulation of Blood Calcium 436

How Much Calcium Should We Consume? 437

### **How Does Vitamin D Contribute to Bone Health?** 441

Vitamin D Has Many Regulatory Functions 441

Vitamin D Synthesis Requires Sunlight 442

How Much Vitamin D Do We Need? 443

### **How Does Vitamin K Help Maintain Bone Health?** 447

Vitamin K Serves as a Coenzyme Contributing to Bone Health 447

How Much Vitamin K Should We Consume? 448

### **How Do Phosphorus, Magnesium, and Fluoride Support Bone Health?** 449

Phosphorus Is Part of the Mineral Complex of Bone 449

Magnesium Builds Bone and Helps Regulate Calcium Balance 450

Fluoride Helps Develop and Maintain Teeth and Bones 452

### **Why Is Osteoporosis Harmful, and What Are the Risk Factors and Treatments?** 453

Osteoporosis Contributes to Fractures and Other Complications 453

A Variety of Factors Influence Osteoporosis Risk 454

Certain Treatments Can Slow Bone Loss 458

**Nutrition Myth or Fact?** Preserving Bone Mass: Are Supplements the Solution? 460

**StudyPlan** Mastering Nutrition 462

## **12 Nutrients Involved in Blood Health and Immunity** 466

### **What Are the Functions and Components of Blood?** 468

### **Why Is Iron Essential to Blood Health?** 470

Iron Transports Oxygen 470

The Body Tightly Regulates Iron Homeostasis 471

How Much Iron Should We Consume? 474

### **How Does Zinc Support Blood Health?** 480

Zinc Has Enzymatic, Structural, and Regulatory Functions 480

Several Factors Influence Zinc Absorption and Transport 481

How Much Zinc Should We Consume? 482

### **What Is the Role of Copper in Blood Health?** 483

Copper Functions in Blood Health and Energy Metabolism 483

Several Factors Influence Copper Absorption and Transport 484

How Much Copper Should We Consume? 484

### **What Vitamins Help Maintain Blood Health?** 485

Vitamin K Assists in the Synthesis of Clotting Factors 485

Vitamin B<sub>6</sub> Is Essential for the Synthesis of Heme 486

Folate Is Essential for the Production of Red Blood Cells 487



Vitamin B<sub>12</sub> Is Necessary for the Proper Formation of Red Blood Cells 488

### **What Is the Immune System, and How Does It Function?** 489

Nonspecific Immunity Protects Against All Potential Invaders 489

Specific Immunity Protects Against Identified Antigens 490

### **How Does Nutrition Affect the Immune System?** 491

Infection Can Cause Loss of Energy and Micronutrients 492

Protein–Energy Malnutrition Impairs Immune Function 492

Obesity Increases the Incidence and Severity of Infections 492

Essential Fatty Acids Make Signaling Molecules for the Immune System 493

Certain Vitamins and Minerals Are Critical to a Strong Immune Response 493

The GI Flora Contribute to Immune Health 494

**Nutrition Myth or Fact?** Do Zinc Lozenges Help Fight the Common Cold? 495

**StudyPlan** Mastering Nutrition 496



## 13

## **Achieving and Maintaining a Healthful Body Weight** 500

### **What Is a Healthful Body Weight?** 502

### **How Can You Evaluate Your Body Weight?** 503

Determine Your Body Mass Index (BMI) 503

Measure Your Body Composition 505

Assess Your Fat Distribution Patterns 505

### **How Does Energy Balance Influence Body Weight?** 507

**Focus Figure 13.4** Energy Balance 508

Energy Intake Is the Kilocalories We Consume Each Day 509

Energy Expenditure Includes More Than Just Physical Activity 509

Research Suggests Limitations of the Energy Balance Equation 512

### **What Factors Influence Body Weight?** 514

Genes Influence Body Weight in Different Ways 514

Metabolic Factors Influence Weight Loss and Gain 516

Physiologic Factors Influence Body Weight 516

Sociocultural Factors Affect Food Choices and Body Weight 518

### **What Makes Obesity Harmful, and Why Does It Occur?** 520

Obesity Is Linked to Chronic Diseases and Premature Death 520

Multiple Factors Contribute to Obesity 522

**Focus Figure 13.7** Complexities of the Contributors to Obesity 523

Obesity Does Respond to Diet and Exercise 524

Weight Loss Can Be Enhanced With Prescription Medications 524

Many Supplements Used for Weight Loss Contain Stimulants 525

Surgery Can Be Used to Treat Morbid Obesity 526

### **How Can You Lose Weight Safely and Keep It Off?** 528

Avoid Fad Diets 528

Many Diets Focus on Macronutrient Composition 528

If You Design Your Own Diet Plan, Include the Three Strategies 529

**Meal Focus Figure 13.9** Managing Calorie Intake 531

### **What If You Need to Gain Weight?** 534

For Safe and Effective Weight Gain, Choose Nutrient-Dense Foods 534

Amino Acid and Protein Supplements Do Not Increase Muscle Mass 535

**Nutrition Myth or Fact?** High-Carbohydrate, Moderate-Fat Diets—Have They Been Oversold? 536

**StudyPlan** Mastering Nutrition 537

## 14

## **Nutrition and Physical Activity: Keys to Good Health** 542

### **What Are the Benefits of Physical Activity?** 544

Physical Activity Increases Our Fitness 544

Physical Activity Reduces Our Risk for Chronic Diseases 545

### **How Much Physical Activity Is Enough?** 547

Many Americans Are Inactive 547

Three Sets of National Guidelines Recommend Varying Levels of Physical Activity 547

### **How Can You Improve Your Fitness?** 548

Assess Your Current Level of Fitness 549

Identify Your Personal Fitness Goals 549

Make Your Program Varied, Consistent, and Fun! 549

Appropriately Overload Your Body 550

Include a Warm-Up and a Cool-Down Period 553

Keep It Simple, Take It Slow 554

### **What Fuels Physical Activity?** 555

The ATP–CP Energy System Uses Creatine Phosphate to Regenerate ATP 556

The Breakdown of Carbohydrates Provides Energy for Both Brief and Long-Term Exercise 556

**Focus Figure 14.7** What Fuels Our Activities? 557

Aerobic Breakdown of Fats Supports Exercise of Low Intensity and Long Duration 559

Amino Acids Are Not Major Sources of Fuel During Exercise 561

### **How Does Physical Activity Affect Energy and Macronutrient Needs?** 561

Vigorous Exercise Increases Energy Needs 561

**Meal Focus Figure 14.10** Energy for Athletes: Meeting High Energy Demands 563

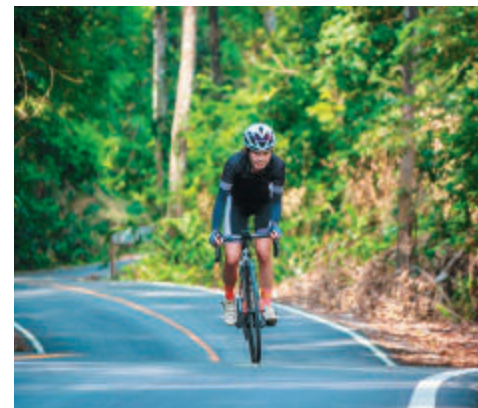
Carbohydrate Needs Increase for Many Active People 564

Moderate Fat Consumption Is Enough to Support Most Activities 566

Many Athletes Have Increased Protein Needs 567

### **How Does Physical Activity Affect Fluid and Micronutrient Needs?** 568

Physical Activity Increases the Risk for Dehydration and Heat Illnesses 568



Adequate Fluid Replacement Is Critical Before, During, and After Exercise 569

Inadequate Micronutrient Intake Can Diminish Health and Performance 569

**Nutrition Myth or Fact?** Are Ergogenic Aids Necessary for Active People? 572

**StudyPlan** Mastering Nutrition 574



## 14.5 inDEPTH Disorders Related to Body Image, Eating, and Exercise 578

### What Is Body Image, and How Does It Influence Health? 579

Body Image Influences Eating Behaviors 579

Body Image Influences Exercise Behaviors 580

Body Dysmorphic Disorder Is a Psychiatric Diagnosis 581

### What Factors Contribute to Disorders Related to Body Image, Eating, and Exercise? 581

Influence of Genetic Factors 581

Influence of Family 581

Influence of Personality and Comorbidities 581

Influence of Media 581

Influence of Sociocultural Factors 583

### What Psychiatric Eating Disorders Are Recognized? 583

Anorexia Nervosa Involves Self-Starvation 583

Bulimia Nervosa Involves Binging and Purging 584

Binge-Eating Disorder Commonly Leads to Weight Gain 586

### What Syndromes of Disordered Eating and Exercise Are Recognized? 586

Otherwise Specified Feeding and Eating Disorders (OSFED)  
Are Emerging Syndromes 586

Relative Energy Deficiency in Sport Involves Energy Imbalance 587

### How Are Eating Disorders Treated? 588

Inpatient and Outpatient Treatment Is Available 588

Discussing the Problem Can Help 588

## 15

## Food Safety and Technology: Protecting Our Food 590

### What Is Foodborne Illness and Why Is It a Critical Concern? 592

Ingestion of Contaminants Prompts Acute Illness 592

Reducing Foodborne Illness Is a Challenge 593



**What Causes Most Foodborne Illness?** 595

- Several Types of Microorganisms Contaminate Foods 595
- Some Foodborne Illness Is Due to Toxins 598
- Certain Conditions Help Microorganisms Multiply in Foods 599

**How Can You Prevent Foodborne Illness?** 600

- Clean: Wash Your Hands and Kitchen Surfaces Often 600
- Separate: Don't Cross-Contaminate 601
- Chill: Store Foods in the Refrigerator or Freezer 601
- Cook: Heat Foods Thoroughly 603
- Protect Yourself from Toxins in Foods 604
- Be Choosy When Eating Out—Close to Home or Far Away 605

**How Is Food Spoilage Prevented?** 606**What Are Food Additives, and Are They Safe?** 608

- Food Additives Include Nutrients and Preservatives 608
- Other Food Additives Include Flavorings, Colorings, and Other Agents 609
- Are Food Additives Safe? 609

**How Is Genetic Modification Used in Food Production?** 610**What Are Food Residues and How Do They Harm Our Health?** 611

- Persistent Organic Pollutants Can Cause Serious Illness 612
- Persistent Organic Pollutants Include a Broad Range of Substances 613
- Pesticides Protect Against Crop Losses—But at a Cost 614
- Growth Hormones and Antibiotics Are Used in Animals 615

**Are Organic Foods Worth the Cost?** 616

- To Be Labeled Organic, Foods Must Meet Federal Standards 617
- Organic Foods Are Safer but Not Necessarily More Nutritious 617

**Nutrition Myth OR Fact?** Genetically Modified Foods:

- A Blessing or a Curse? 619

**StudyPlan** Mastering Nutrition 621**16****Food Equity, Sustainability, and Quality: The Challenge of "Good" Food** 626**How Prevalent Is Food Insecurity?** 628

- About 815 Million People Worldwide Are Hungry 628
- Over 17 Million American Households Are Food Insecure 629

**Why Don't All People Have Access to Nourishing Food?** 630

- Acute Food Shortages Are Often Caused by Weather Events and Wars 630
- The Major Cause of Chronic Hunger Is Unequal Distribution of Food 630
- Overpopulation Contributes to Chronic Food Shortages 630
- Local Conditions Can Contribute to Chronic Hunger 631
- Climate Change Threatens Global Food Security 632





**What Problems Are Linked to Undernourishment?** 632

Low Energy Intake Promotes Wasting, Stunting, and Mortality 632

Micronutrient Deficiencies Lead to Preventable Diseases 633

Undernourishment Promotes Socioeconomic Problems 633

**How Could Limited Access to Nourishing Food Promote Obesity?** 634

A Double Burden of Malnutrition Is Evident in Transitioning Populations 635

Physical and Socioeconomic Factors May Promote Obesity Among the Poor 635

**Is Our Food Equitably Produced and Sold?** 638

Farm Labor Is Dangerous and Poorly Paid 638

Food Retail and Service Work Maintains the “Working Poor” 638

**How Does Industrial Agriculture Affect the Security, Sustainability, and Diversity of Our Food Supply?** 639

Industrial Agriculture Has Increased Food Security but Threatens Our Environment 639

Monopolization of Agriculture Reduces Food Diversity 640

The Food Industry Influences America’s Diet 640

**What Initiatives Are Addressing the Challenges of Good Food?** 641

Many International Initiatives Increase Access to Nourishing Food 641

National and Local Programs Help Nourish Americans 642

Sustainable Agriculture Reduces Environmental Impact and Increases Food Diversity 643

Corporate and Philanthropic Initiatives Are Promoting Good Food 644

**What Can You Do to Promote Good Food?** 645

Support Food Security 645

Purchase Fair Trade Goods 646

Choose Foods That Are Healthful for You and the Environment 647

**Nutrition Myth or Fact?** Meat Consumption and Climate Change:

Tofu to the Rescue? 648

**StudyPlan** Mastering Nutrition 650**17****Nutrition Through the Life Cycle: Pregnancy and the First Year of Life** 654**Why Is Nutrition Important Before Conception?** 656**How Does Nutrition Support Fetal Development?** 657

The First Trimester Is Characterized by Cell Multiplication and Tissue Differentiation 657

During the Second and Third Trimesters, Most Growth Occurs 659

Appropriate Weight Gain Is Essential 661

**What Are a Pregnant Woman’s Nutrient Needs?** 663

Macronutrients Provide Energy and Build Tissues 664

Micronutrients Support Increased Energy Needs and Tissue Growth 666

Fluid Needs of Pregnant Women Increase 669

## **What Are Some Common Nutrition-Related Concerns of Pregnancy?** 670

- Some Disorders of Pregnancy Are Related to Nutrition 670
- Maternal Age Can Affect Pregnancy 673
- A Careful Vegetarian Diet Is Safe During Pregnancy 674
- Exercise Is Recommended for Most Pregnant Women 674
- Certain Substances Can Harm the Fetus 675

## **How Does Nutrition Support Lactation?** 678

- Lactation Is Maintained by Hormones and Infant Suckling 678
- Breastfeeding Women Have High Nutrient Needs 679

**Meal Focus Figure 17.11** Meeting The Nutrient Needs of Breastfeeding Women 681

## **What Are Some Advantages and Challenges of Breastfeeding?** 682

- Breast Milk Is Nutritionally Superior to Infant Formula 682
- Breastfeeding Has Many Other Benefits for the Infant and Mother 683
- Physical and Social Concerns Can Make Breastfeeding Challenging 685

## **What Are an Infant's Nutrient Needs?** 687

- Nutrition Fuels Infant Growth and Activity 687
- Infants Have Unique Nutrient Needs 688
- Infant Formula Is a Nutritious Alternative to Breast Milk 689

## **What Are Some Common Nutrition-Related Concerns of Infancy?** 691

- Infants Begin to Need Solid Foods Around 6 Months of Age 691
- Some Foods and Beverages Are Not Safe for Infants 693
- Some Infants Develop Disorders or Distress Related to Food and Feeding 693

**Nutrition Myth or Fact?** The Fetal Environment: Does It Leave a Lasting Impression? 698

**StudyPlan** Mastering Nutrition 701

# **18** **Nutrition Through the Life Cycle: Childhood and Adolescence** 706

## **What Are a Toddler's Nutrient Needs?** 708

- As Activity Expands, More Energy Is Needed 708
- Toddlers' Micronutrient Needs Increase 709
- Adequate Fluid Is Critical 711

## **What Are Some Common Nutrition-Related Concerns of Toddlerhood?** 711

- Food Choices Should Be Appropriate, Nutritious, and Fun 712
- New Foods Should Be Introduced Gradually 714
- Vegetarian Diets Should Be Planned with Care 714
- Toddlers Should Be Monitored for Lead Toxicity 715

## **What Are a Child's Nutrient Needs?** 716



Childhood Growth and Activity Boosts Energy and Nutrient Needs 716  
 Micronutrient Recommendations for Children Increase 717  
 Children Need Five to Eight Cups of Fluid per Day 718

### **What Are Some Common Nutrition-Related Concerns of Childhood?** 718

Parents Can Model Nutritious Food Choices 718  
 Iron-Deficiency Anemia Affects Many Children 720  
 Millions of American Children Experience Food Insecurity and Hunger 720

### **How Does School Attendance Affect Children's Nutrition?** 721

School Attendance Can Reduce Intake of Nourishing Foods 721  
 School Attendance Can Boost Children's Access to Nourishing Foods 722

### **What Are an Adolescent's Nutrient Needs?** 723

Adolescence Is a Period of Dramatic Change 723  
 Adolescents' Nutrient Needs Reflect Their Rapid Growth 724

### **What Are Some Common Nutrition-Related Concerns of Adolescence?** 726

Most Adolescents Choose Their Own Foods 726  
 Body Image and Eating Disorders Often Emerge During Adolescence 726  
 Dietary Choices May Influence Acne Risk 726  
 Substance Abuse Has Nutritional Implications 728

### **What Makes Pediatric Obesity Harmful, and Why Does It Occur?** 729

Pediatric Obesity Leads to Serious Health Problems 729  
 Pediatric Obesity Is Multifactorial 730

### **Can Pediatric Obesity Be Prevented or Treated?** 731

A Healthful Diet Can Help Prevent Pediatric Obesity 731  
 An Active Lifestyle Can Help Prevent Pediatric Obesity 732  
 Pediatric Obesity Does Respond to Treatment 734

**Nutrition Myth or Fact?** Bariatric Surgery for Adolescents: Is It the Answer? 736

### **StudyPlan** Mastering Nutrition 738



## **19**

## **Nutrition Through the Life Cycle: The Later Years** 742

### **What Are the Demographics of Aging?** 744

The American Population Is Aging 744  
 Life Expectancy Has Increased Dramatically in the Last Century 744

### **Why Do We Age?** 746

Two Theories Attempt to Explain Aging 746  
 Some Lifestyle Factors Accelerate Aging 746

### **How Do We Age?** 748

Sensory Perception Declines 748  
 Gastrointestinal Function Changes 748

Body Composition Changes 749

Changes in Tissues and Organs Reduce Functioning 751

### **What Are an Older Adult's Nutrient Needs?** 752

Older Adults Have Lower Energy Needs 752

Macronutrient Recommendations Are Similar for Adults of All Ages 753

Some Micronutrient Recommendations Vary for Older Adults 754

Fluid Recommendations Are the Same for All Adults 756

### **What Nutrition-Related Concerns Threaten the Health of Older Adults?** 758

Both Obesity and Underweight Are Serious Concerns 758

Millions of Older Adults Have Osteoporosis, Osteoarthritis, or Gout 759

Constipation Is a Common Concern 759

Dental Health Is Important for Adequate Nutrition 760

Many Vision Disorders Are Related to Aging 760

Age-Related Cognitive Impairment Is Not Inevitable 761

Poor Nutrition Increases the Risk for Pressure Ulcers 761

Drug-Diet Interactions Can Be Harmful 762

### **What Social Concerns Affect the Nutrition of Older Adults?** 763

Many Older Adults Experience Elder Abuse and Neglect 764

Food Insecurity Affects over 10 Million Older Americans 764

Social Isolation Increases Health Risks 765

Community Services Can Help Meet the Nutritional Needs of Older Adults 765

**Nutrition Myth or Fact?** Can We Live Longer in Good Health by Eating a Low-Energy Diet? 767

### **StudyPlan** Mastering Nutrition 769

## **Appendices**

**A** Metabolism Pathways and Biochemical Structures A-1

**B** Chemistry Review B-1

**C** Anatomy and Physiology Review C-1

**D** Calculations and Conversions D-1

**E** Foods Containing Caffeine E-1

**F** Stature-for-Age Charts F-1

**G** The USDA Food Guide Evolution G-1

References R-1

Answers to Review Questions AN-1

Glossary GL-1

Index IN-1

Credits CR-1

# Special Features

## Focus Figures

- 1.2 The Relationship Between Nutrition and Human Disease 7
- 1.3 The Six Groups of Nutrients Found in Foods 10
- 1.4 Dietary Reference Intakes (DRIs) 16
- 1.5 The Scientific Method 24
- 2.1 Optimizing Nutrient Density 44
- 2.3 The Nutrition Facts Panel 47
- 3.4 Digestion Overview 78
- 3.15 Small Intestine Structure/Function 91
- 4.6 Carbohydrate Digestion Overview 120
- 4.8 Regulation of Blood Glucose 123
- 4.20 Diabetes 142
- 5.8 Lipid Digestion Overview 179
- 5.16 Atherosclerosis 197
- 5.18 Lipoprotein Transport and Distribution 200
- 6.6 Protein Synthesis 219
- 6.11 Protein Digestion Overview 224
- 7.4 Overview of Metabolism 258
- 7.28a Metabolic Response to Feeding 285
- 7.28b Metabolic Response to Fasting 287
- 9.5 Fluid and Electrolyte Balance 353
- 10.17 Vitamin A's Role in Vision 402
- 11.5 Regulation of Blood Calcium 436
- 13.4 Energy Balance 508
- 13.7 Complexities of the Contributors to Obesity 523
- 14.7 What Fuels Our Activities? 557

## Meal Focus Figures

- 4.16 Maximizing Fiber Intake 135
- 5.14 Reducing Saturated Fat 190
- 6.16 Choosing Nutrient-Dense Proteins 233
- 1 Maximizing Micronutrients 305
- 13.9 Managing Calorie Intake 531
- 14.10 Energy for Athletes: Meeting High Energy Demands 563
- 17.11 Meeting The Nutrient Needs of Breastfeeding Women 681

## You Do the Math

- Cooking with Metrics 11
- Calculating the Energy Contribution of Carbohydrates, Lipids, and Proteins 13

- How Much Exercise Is Needed to Combat Increasing Food Portion Sizes? 58
- Determining the Most Healthful Food Choices When Eating Out 64
- Negative Logarithms and the pH Scale 83
- Calculating Your Protein Needs 232
- Designing a Ketogenic Menu 273
- Calculating Niacin Equivalents 319
- Calculating Your Daily Intake of Vitamin B<sub>6</sub> 322
- Calculating Fluid Restriction 375
- Vitamin A Unit Conversions From Food and Supplement Sources 405
- Vitamin D Unit Conversions From Foods and Supplements 446
- Calculating Daily Iron Intake 475
- Calculating Your Body Mass Index 504
- Calculating BMR and Total Daily Energy Needs 513
- Calculating Your Maximal and Training Heart Rate Range 553
- Planning a Protein-Packed Snack 665
- Is This Menu Good for a Toddler? 710

## Highlight

- Solving the Mystery of Pellagra 5
- Do You Eat in Response to External or Internal Cues? 77
- Traveler's Diarrhea—What Is It and How Can You Prevent It? 103
- Are All Forms of Sugar the Same? 115
- Fetal Alcohol Syndrome 163
- Blood Lipid Levels: Know Your Numbers! 202
- What's so Great about Soy? 238
- Are Carnitine Supplements Fat Burners? 271
- What's the Best Way to Retain the Vitamins in Foods? 300
- Can Chromium Supplements Enhance Body Composition? 333
- How Do Scientists Determine Vitamin Requirements? 336
- Which Is Better, Bottled Water Or Tap? 360
- Can Vitamin C Prevent the Common Cold? 392
- Iron Deficiency Around the World 477
- Does Lactic Acid Cause Muscle Fatigue and Soreness? 559
- Understanding Muscle Dysmorphia 582
- Food-Safety Tips for Your Next Barbecue 604
- Does It Cost More to Eat Right? 636
- Preventing Food Allergies in Infants: Allergen Avoidance or Introduction? 694

On Your Own: Stocking Your First Kitchen 727  
Seniors on the Move 750  
Supplements for Seniors 756

## Nutri-Case

Evelina 31  
Gustaf 51  
Steve 76  
Jyoti 140  
Fallon 162  
Elias 191  
Kyha 243  
Rodric 273  
Michaela 307  
Fernando 330  
Sylvia 363  
Roz 413  
Makoto 427  
Dylan 459  
Linh 479  
Carlos 520  
Nathaniel 568  
Brigitte 589  
Aisha 600  
Hailey 643  
Tilly 697  
Paco 735  
Bill 757

## Nutrition Label Activity

Recognizing Common Allergens in Foods 99  
Recognizing Carbohydrates on the Label 136  
How Much Fat Is in This Food? 194  
How Much Protein Do You Eat? 236  
How Much Calcium Am I Really Consuming? 440  
Reading Infant Food Labels 690  
Comparing Foods for Children and Adults 713

## Nutrition Myth Or Fact?

Nutrigenomics: Personalized Nutrition or Pie in the Sky? 34  
Nutrition Advice from the U.S. Government: Is Anyone Listening? 65  
Should You Grow Your Microbiome? 105  
Are Added Sugars the Cause of the Obesity Epidemic? 148  
Are Current Protein Recommendations High Enough? 246  
“Speed Up Your Metabolism!” Is It Just a Dream? 289  
Treating Premenstrual Syndrome With Vitamin B<sub>6</sub> and Folic Acid: Does It Work? Is It Risky? 338  
Low Sodium Diets: Fit for All or Just a Few? 376  
High-Carbohydrate, Moderate-Fat Diets—Have They Been Oversold? 536  
Are Ergogenic Aids Necessary for Active People? 572  
Genetically Modified Foods: A Blessing or a Curse? 619  
Bariatric Surgery for Adolescents: Is It the Answer? 736  
Can We Live Longer in Good Health by Eating a Low-Energy Diet? 767



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THE SCIENCE OF  
**NUTRITION**  
FIFTH EDITION

# 1

## The Science of Nutrition Linking Food, Function, and Health

### WHAT DO YOU THINK?

#### True or False?

**1** A Calorie is a measure of the amount of fat in a food.

**T** or **F**

**2** Proteins are not a primary source of energy for the body.

**T** or **F**

**3** All vitamins must be consumed daily to support optimal health.

**T** or **F**

**4** The Recommended Dietary Allowance is the maximum amount of a vitamin or other food component that people should consume to support normal body functions.

**T** or **F**

**5** Results from observational studies do not indicate cause and effect.

**T** or **F**

*What Do You Think? answers are located in the Study Plan.*

