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| 1. Plant foods such as grains and vegetables leave a higher carbon footprint compared to animal foods such as dairy and meats.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 2. Nutrition is an interdisciplinary science that includes biological, chemical, physical, and food sciences, as well as mathematics and statistics.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | The Meaning of Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.1 - Explain the scope of nutrition as an area of study. | | *KEYWORDS:* | Bloom's: Remember | |

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| 3. Many children living in food-insecure households may be adequately nourished; however, as a group, they are at higher risk of poor school performance as well as social and behavioral problems.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 4. Broccoli is an example of energy-dense food.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 5. Inadequate diets generally produce a spectrum of signs and symptoms related to multiple nutrient deficiencies.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 6. Food security is access at all times to a sufficient supply of safe and nutritious foods.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 7. Vitamins and minerals supply a major portion of calories to the body and are called energy nutrients.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 8. Intake of energy-dense diets is related to the development of overweight and diabetes.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 9. Essential nutrients are nutrients that are synthesized by the body from components of food in our diet.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 10. Empty-calorie foods provide few calories and high amounts of nutrients.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 11. "DRIs" is the general term used for nutrient intake standards for healthy people.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 12. Calories are a unit of measure, and they do not qualify as nutrients.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 13. Selenosis, a toxicity disease, occurs because of excessive intake of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | selenium | |  | b. | selenocysteine | |  | c. | silicon | |  | d. | sellaite | |  | e. | sodium |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 14. Which of the following is a result of vitamin A deficiency in the diet?   |  |  |  | | --- | --- | --- | |  | a. | impaired wound healing | |  | b. | weight loss and depression | |  | c. | weak bones and bowed legs | |  | d. | mouth ulcers and loss of teeth | |  | e. | impaired ability to see in dim light |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 15. The current RDAs referenced in the DRIs reflect nutrient intake levels that protect \_\_\_\_\_ from developing deficiency disease and that also reduce the risk of common chronic diseases.   |  |  |  | | --- | --- | --- | |  | a. | almost all healthy individuals | |  | b. | patients recovering from surgery | |  | c. | individuals on strict weight-loss diets | |  | d. | individuals with chronic health problems | |  | e. | individuals over the age of 55 |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 16. An example of malnutrition is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | rheumatoid arthritis | |  | b. | migraine headaches | |  | c. | scurvy | |  | d. | asthma | |  | e. | lupus |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 17. Essential nutrients \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | are obtained from the food we consume | |  | b. | should be consumed in lower amounts than nonessential nutrients | |  | c. | are generally manufactured by the body | |  | d. | are less important than nonessential nutrients | |  | e. | are not obtained from the food we consume |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 18. The body can protect itself from excessively high levels of vitamin \_\_\_\_\_ by excreting the excess in the urine.   |  |  |  | | --- | --- | --- | |  | a. | A | |  | b. | C | |  | c. | D | |  | d. | E | |  | e. | K |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 19. Those at higher risk of becoming inadequately nourished include \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | pregnant and breastfeeding women | |  | b. | women and men between the ages of 65 and 80 | |  | c. | athletes and individuals who exercise regularly | |  | d. | teenage boys and young adult men | |  | e. | teenage girls and young adult women |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 20. An example of a nonessential nutrient is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | calcium | |  | b. | cholesterol | |  | c. | iron | |  | d. | folate | |  | e. | sodium |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 21. An example of an essential nutrient is \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | creatine | |  | b. | fiber | |  | c. | cholesterol | |  | d. | folate | |  | e. | glucose |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 22. Which of the following phytochemicals imparts a red color to tomatoes and acts as an antioxidant?   |  |  |  | | --- | --- | --- | |  | a. | anthocyanin | |  | b. | beta-carotene | |  | c. | kaempferol | |  | d. | ellagic acid | |  | e. | lycopene |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 23. Various types of sulfur-containing phytochemicals present in vegetables such as \_\_\_\_\_ help prevent a number of different types of cancer in people with specific gene types.   |  |  |  | | --- | --- | --- | |  | a. | potatoes | |  | b. | carrots | |  | c. | onions | |  | d. | cauliflower | |  | e. | radish |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 24. Which of the following phytochemicals imparts an orange color to carrots?   |  |  |  | | --- | --- | --- | |  | a. | lycopene | |  | b. | beta-carotene | |  | c. | anthocyanin | |  | d. | phycocyanin | |  | e. | kaempferol |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 25. Which of the following phytochemicals imparts a blue color to blueberries?   |  |  |  | | --- | --- | --- | |  | a. | beta-carotene | |  | b. | xanthophyll | |  | c. | anthocyanin | |  | d. | phycocyanin | |  | e. | lycopene |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 26. The primary endpoint used to estimate the carbohydrate RDA is the amount \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | that maximizes its function in protecting cells from damage | |  | b. | that corresponds to optimal functioning of the thyroid gland | |  | c. | that maintains normal red blood cell levels | |  | d. | shown to provide the greatest protection against heart disease | |  | e. | needed to supply optimal levels of energy to the brain |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 27. The equivalent of 1 ounce is \_\_\_\_\_ tablespoons (liquid).   |  |  |  | | --- | --- | --- | |  | a. | 1.5 | |  | b. | 2.0 | |  | c. | 2.5 | |  | d. | 3.0 | |  | e. | 3.5 |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 28. Which nutrient is a source of fuel for the body?   |  |  |  | | --- | --- | --- | |  | a. | vitamins | |  | b. | minerals | |  | c. | proteins | |  | d. | fiber | |  | e. | water |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 29. Which sequence of events correctly describes the development of a nutrient deficiency?   |  |  |  | | --- | --- | --- | |  | a. | tissue stores of the nutrient are depleted; blood levels of the nutrient decrease; physical signs and symptoms; long-term impairment of health | |  | b. | physical signs and symptoms; tissue stores of the nutrient are depleted; impaired cellular functions; long-term impairment of health | |  | c. | long-term impairment of health; physical signs and symptoms; tissue stores of the nutrient are depleted; blood levels of the nutrient decrease | |  | d. | decreased nutrient availability to cells; long-term impairment of health; physical signs and symptoms; tissue stores of the nutrient are depleted | |  | e. | impaired cellular functions; blood levels of the nutrient decrease; tissue stores of the nutrient are depleted; physical signs and symptoms |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 30. Which of the following foods is a nutrient-dense food?   |  |  |  | | --- | --- | --- | |  | a. | sausages | |  | b. | eggs | |  | c. | full-fat dairy products | |  | d. | yogurt | |  | e. | biscuits |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 31. Which of the following foods is an example of empty-calorie foods?   |  |  |  | | --- | --- | --- | |  | a. | cheese twists | |  | b. | yogurt | |  | c. | lean meat | |  | d. | dried beans | |  | e. | collards |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 32. Which of the following foods is an example of energy-dense food?   |  |  |  | | --- | --- | --- | |  | a. | low-fat soy milk | |  | b. | eggs | |  | c. | collards | |  | d. | bananas | |  | e. | breads |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 33. Proteins are made up of "building blocks" called \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | starches | |  | b. | fatty acids | |  | c. | amino acids | |  | d. | cholesterol | |  | e. | fiber |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 34. Chronic diseases \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | are contagious | |  | b. | can always be cured | |  | c. | usually develop quickly | |  | d. | include hypertension and cancer | |  | e. | are not influenced by diet |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 35. Low-calcium diets and poor vitamin D status are related to the development of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | hyperlipidemia | |  | b. | osteoporosis | |  | c. | hyperglycemia | |  | d. | tooth decay | |  | e. | asthma |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 36. Which of the following is a function of folate?   |  |  |  | | --- | --- | --- | |  | a. | It synthesizes fatty acids. | |  | b. | It enhances mineral absorption. | |  | c. | It metabolizes carbohydrates. | |  | d. | It prevents vitamin B12 toxicity. | |  | e. | It aids in protein synthesis. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 37. DRIs are \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Dietary Reference Intakes | |  | b. | Daily Required Intakes | |  | c. | Daily Recommended Intakes | |  | d. | Dietary Recommended Ingestion | |  | e. | Dietary Reference Ingestion |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 38. DRIs are \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | based on less conclusive scientific information than are the RDAs | |  | b. | used to assess adequacy of intakes of population groups | |  | c. | used to reduce the risk of acute illnesses | |  | d. | the general term used for nutrient intake standards for healthy people | |  | e. | "tentative" RDAs |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 39. EARs are defined as \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the desired level of nutrient intake that meets the needs of nearly all healthy individuals | |  | b. | an estimate of the safe upper limit of a nutrient | |  | c. | tentative RDAs based on less conclusive evidence than the RDAs | |  | d. | the nutrient intake values that are estimated to meet the requirements of half the healthy individuals in a group | |  | e. | an estimate of the safe lower limit of a nutrient |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 40. AIs \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | are established for a few nutrients for which too few reliable scientific studies have been done to establish an RDA | |  | b. | are established for nutrients that are less important for growth and health than other nutrients | |  | c. | are established for nutrients that are needed in very small amounts in the diet | |  | d. | are recommended intakes for nutrients for which there are no ULs | |  | e. | are recommended intakes for people with chronic diseases |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 41. Severe zinc deficiency \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | causes disturbances in the sense of smell | |  | b. | reduces appetite | |  | c. | is related to stunted growth | |  | d. | is associated with a decline in the body's ability to fight infections | |  | e. | is associated with vomiting |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 42. Which nutrient is required for protein synthesis within cells?   |  |  |  | | --- | --- | --- | |  | a. | potassium | |  | b. | vitamin C | |  | c. | calcium | |  | d. | niacin | |  | e. | folate |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 43. Generally speaking, adults need 9 tablespoons of \_\_\_\_\_ each day.   |  |  |  | | --- | --- | --- | |  | a. | carbohydrate | |  | b. | protein | |  | c. | fat | |  | d. | calcium | |  | e. | vitamin B12 |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 44. During her freshman year of college, Rhonda experienced many environmental changes that influenced her diet and lifestyle. She was fearful of gaining "the freshman fifteen" and also had a limited food budget. To save money and avoid gaining unwanted weight, she decided that she would only eat fruits for breakfast and salads for lunch and skip dinner. Soon she found herself getting very hungry in the evenings, and she would then overeat food from the vending machines and cheap fast food. She often snacked on cookies, fried foods, pasta, ice cream, and diet soda.  As the school year progressed, Rhonda had recurrent bouts of respiratory illness and felt chronically fatigued. Upon visiting the college health service, the doctor diagnosed her with iron-deficiency anemia and speculated that in addition to not getting enough iron she was probably not getting enough protein or B vitamins. It is now the end of the school year, and Rhonda's overall health is poor. She has also gained a significant amount of weight despite not eating dinner and inadequately consuming nutrients overall. Rhonda decides to register for a nutrition class over the summer and learn how to better manage her diet and weight during her sophomore year.    What was most likely the cause of Rhonda's struggle with recurrent illness and chronic fatigue?     |  |  |  | | --- | --- | --- | |  | a. | She was not consuming enough fruits and vegetables | |  | b. | She was not consuming an adequate, well-balanced diet. | |  | c. | She was consuming an excess of nutrient-dense foods. | |  | d. | She was consuming more fat than sugar. | |  | e. | She was consuming too many calories in the evening. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 45. During her freshman year of college, Rhonda experienced many environmental changes that influenced her diet and lifestyle. She was fearful of gaining "the freshman fifteen" and also had a limited food budget. To save money and avoid gaining unwanted weight, she decided that she would only eat fruits for breakfast and salads for lunch and skip dinner. Soon she found herself getting very hungry in the evenings, and she would then overeat food from the vending machines and cheap fast food. She often snacked on cookies, fried foods, pasta, ice cream, and diet soda.  As the school year progressed, Rhonda had recurrent bouts of respiratory illness and felt chronically fatigued. Upon visiting the college health service, the doctor diagnosed her with iron-deficiency anemia and speculated that in addition to not getting enough iron she was probably not getting enough protein or B vitamins. It is now the end of the school year, and Rhonda's overall health is poor. She has also gained a significant amount of weight despite not eating dinner and inadequately consuming nutrients overall. Rhonda decides to register for a nutrition class over the summer and learn how to better manage her diet and weight during her sophomore year.    What type of a diet should Rhonda follow to lose the weight gained during her freshman year?   |  |  |  | | --- | --- | --- | |  | a. | She should follow a diet high in protein and low in fruit and whole grains. | |  | b. | She should follow a diet high in phytochemicals and antioxidants and take a multivitamin supplement. | |  | c. | She should follow a diet that provides a variety of nutrient-dense foods and is moderately low in calories as suggested by the USDA's Choose MyPlate plan. | |  | d. | She should follow a diet that includes plenty of energy-dense, empty-calorie foods. | |  | e. | She should follow a vegetarian diet. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 46. During her freshman year of college, Rhonda experienced many environmental changes that influenced her diet and lifestyle. She was fearful of gaining "the freshman fifteen" and also had a limited food budget. To save money and avoid gaining unwanted weight, she decided that she would only eat fruits for breakfast and salads for lunch and skip dinner. Soon she found herself getting very hungry in the evenings, and she would then overeat food from the vending machines and cheap fast food. She often snacked on cookies, fried foods, pasta, ice cream, and diet soda.  As the school year progressed, Rhonda had recurrent bouts of respiratory illness and felt chronically fatigued. Upon visiting the college health service, the doctor diagnosed her with iron-deficiency anemia and speculated that in addition to not getting enough iron she was probably not getting enough protein or B vitamins. It is now the end of the school year, and Rhonda's overall health is poor. She has also gained a significant amount of weight despite not eating dinner and inadequately consuming nutrients overall. Rhonda decides to register for a nutrition class over the summer and learn how to better manage her diet and weight during her sophomore year.    Rhonda had a limited amount of money that she could spend on food, and her ability to get to the supermarket was also limited. Therefore, the quantity and quality of healthy food that she had available were affected. This is an example of \_\_\_\_\_.     |  |  |  | | --- | --- | --- | |  | a. | food insecurity | |  | b. | malnutrition | |  | c. | energy density | |  | d. | food security | |  | e. | nourishment vulnerability |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 47. During her freshman year of college, Rhonda experienced many environmental changes that influenced her diet and lifestyle. She was fearful of gaining "the freshman fifteen" and also had a limited food budget. To save money and avoid gaining unwanted weight, she decided that she would only eat fruits for breakfast and salads for lunch and skip dinner. Soon she found herself getting very hungry in the evenings, and she would then overeat food from the vending machines and cheap fast food. She often snacked on cookies, fried foods, pasta, ice cream, and diet soda.  As the school year progressed, Rhonda had recurrent bouts of respiratory illness and felt chronically fatigued. Upon visiting the college health service, the doctor diagnosed her with iron-deficiency anemia and speculated that in addition to not getting enough iron she was probably not getting enough protein or B vitamins. It is now the end of the school year, and Rhonda's overall health is poor. She has also gained a significant amount of weight despite not eating dinner and inadequately consuming nutrients overall. Rhonda decides to register for a nutrition class over the summer and learn how to better manage her diet and weight during her sophomore year.    Which foods in Rhonda's diet were the most energy-dense?  ​   |  |  |  | | --- | --- | --- | |  | a. | fruits and vegetables | |  | b. | pasta | |  | c. | fried foods, ice cream, and cookies | |  | d. | diet sodas | |  | e. | salad |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 48. During her freshman year of college, Rhonda experienced many environmental changes that influenced her diet and lifestyle. She was fearful of gaining "the freshman fifteen" and also had a limited food budget. To save money and avoid gaining unwanted weight, she decided that she would only eat fruits for breakfast and salads for lunch and skip dinner. Soon she found herself getting very hungry in the evenings, and she would then overeat food from the vending machines and cheap fast food. She often snacked on cookies, fried foods, pasta, ice cream, and diet soda.  As the school year progressed, Rhonda had recurrent bouts of respiratory illness and felt chronically fatigued. Upon visiting the college health service, the doctor diagnosed her with iron-deficiency anemia and speculated that in addition to not getting enough iron she was probably not getting enough protein or B vitamins. It is now the end of the school year, and Rhonda's overall health is poor. She has also gained a significant amount of weight despite not eating dinner and inadequately consuming nutrients overall. Rhonda decides to register for a nutrition class over the summer and learn how to better manage her diet and weight during her sophomore year.    What should Rhonda strive to do during her sophomore year to help improve her nutrition and health?   |  |  |  | | --- | --- | --- | |  | a. | avoid "bad foods" that are high in calories | |  | b. | make healthier choices at the vending machine and fast food restaurants | |  | c. | drink a protein shake and take a multivitamin and an iron supplement each day | |  | d. | restrict calories and skip breakfast to help herself lose the weight | |  | e. | substitute nutrient-dense foods for energy-dense foods to help balance calories and increase the intake of essential nutrients |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Understand | |

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| 49. ULs are \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the minimum level of a nutrient one needs to consume to be healthy | |  | b. | used to assess adequacy of intakes of population groups | |  | c. | upper limits of nutrient intake compatible with health | |  | d. | nutrient intake values for athletes | |  | e. | nutrient intake values estimated to meet the requirements of 50% of healthy individuals |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 50. Adults living in food-insecure households are more likely to \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | be underweight | |  | b. | be obese | |  | c. | have liver disease | |  | d. | have kidney disease | |  | e. | have hypotension |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| Match each of the following substances with the appropriate nutrient category. Answers may be used more than once or not at all.   |  |  | | --- | --- | | a. | mineral | | b. | fat | | c. | vitamin | | d. | carbohydrate | | e. | protein |  |  |  | | --- | --- | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 51. cholesterol   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. amino acids   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 53. starch   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. simple sugars   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 55. fiber   |  |  | | --- | --- | | *ANSWER:* | d | |

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| Match each term with the appropriate definition.   |  |  | | --- | --- | | a. | the study of foods, their nutrients and other chemical constituents, and the effects that foods and food constituents have on health | | b. | access at all times to a sufficient supply of safe, nutritious foods | | c. | limited or uncertain availability of safe, nutritious foods—or the inability to acquire foods in a socially acceptable way | | d. | a unit of measure of the amount of energy supplied by food | | e. | chemical substances in food that are used by the body for growth and health | | f. | chemical substances in plants that give them their color and flavor; some perform important functions in the human body | | g. | chemical substances that prevent or repair damage to cells caused by exposure to oxidizing agents | | h. | nutrients required for normal growth and health that the body can generally not produce, or produce in sufficient amounts | | i. | nutrients required for normal growth and health that the body can manufacture in sufficient quantities from other components of the diet | | j. | the chemical changes that take place in the body | | k. | poor nutrition resulting from an excess or lack of calories or nutrients | | l. | slow-developing, long-lasting diseases that are not contagious | | m. | foods that contain relatively high amounts of nutrients compared to their calorie value | | n. | foods that provide an excess of calories in relation to nutrients | | o. | foods that provide relatively high levels of calories per unit weight of the food |  |  |  | | --- | --- | | *REFERENCES:* | Foundation Knowledge for Thinking about Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.2 - Demonstrate a working knowledge of the meaning of the 10 nutrition concepts. | | *KEYWORDS:* | Bloom's: Remember | |

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| 56. antioxidant   |  |  | | --- | --- | | *ANSWER:* | g | |

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| 57. calorie   |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. chronic diseases   |  |  | | --- | --- | | *ANSWER:* | l | |

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| 59. empty-calorie foods   |  |  | | --- | --- | | *ANSWER:* | n | |

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| 60. energy-dense foods   |  |  | | --- | --- | | *ANSWER:* | o | |

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| 61. essential nutrients   |  |  | | --- | --- | | *ANSWER:* | h | |

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| 62. food insecurity   |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. food security   |  |  | | --- | --- | | *ANSWER:* | b | |

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| 64. malnutrition   |  |  | | --- | --- | | *ANSWER:* | k | |

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| 65. metabolism   |  |  | | --- | --- | | *ANSWER:* | j | |

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| 66. nonessential nutrients   |  |  | | --- | --- | | *ANSWER:* | i | |

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| 67. nutrients   |  |  | | --- | --- | | *ANSWER:* | e | |

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| 68. nutrient-dense foods   |  |  | | --- | --- | | *ANSWER:* | m | |

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| 69. phytochemicals   |  |  | | --- | --- | | *ANSWER:* | f | |

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| Match each term with the appropriate definition.   |  |  | | --- | --- | | a. | the study of foods, their nutrients and other chemical constituents, and the effects that foods and food constituents have on health | | b. | access at all times to a sufficient supply of safe, nutritious foods | | c. | limited or uncertain availability of safe, nutritious foods—or the inability to acquire foods in a socially acceptable way | | d. | a unit of measure of the amount of energy supplied by food | | e. | chemical substances in food that are used by the body for growth and health | | f. | chemical substances in plants that give them their color and flavor; some perform important functions in the human body | | g. | chemical substances that prevent or repair damage to cells caused by exposure to oxidizing agents | | h. | nutrients required for normal growth and health that the body can generally not produce, or produce in sufficient amounts | | i. | nutrients required for normal growth and health that the body can manufacture in sufficient quantities from other components of the diet | | j. | the chemical changes that take place in the body | | k. | poor nutrition resulting from an excess or lack of calories or nutrients | | l. | slow-developing, long-lasting diseases that are not contagious | | m. | foods that contain relatively high amounts of nutrients compared to their calorie value | | n. | foods that provide an excess of calories in relation to nutrients | | o. | foods that provide relatively high levels of calories per unit weight of the food |  |  |  | | --- | --- | | *REFERENCES:* | The Meaning of Nutrition | | *LEARNING OBJECTIVES:* | NNOW.BRWN.20.1.1 - Explain the scope of nutrition as an area of study. | | *KEYWORDS:* | Bloom's: Remember | |

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| 70. nutrition   |  |  | | --- | --- | | *ANSWER:* | a | |