

Consumer & Life Studies
Food Science
Unit 8: Fruits

| | |
|---------------------------------|---|
| Essential Understandings | <ul style="list-style-type: none"> ▪ Fruits are nutritious, easy to prepare and add color and flavor to a meal or dessert. |
| Essential Questions | <ul style="list-style-type: none"> ▪ What are the nutrient contributions of fruits? ▪ How should fruits be selected and stored? ▪ What are ways in which fruits can be cooked? ▪ What disease can be caused by the lack of fruit in the diet? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Fruits are high in Vitamin A, Vitamin C and Potassium, low in sodium and fat, have no cholesterol and are a good source of fiber and carbohydrates. ▪ Fruits are sold in several forms: fresh, canned, frozen, dried and in juices. ▪ Fruits are the most economical when they are purchased during their harvest season. ▪ Signs of high quality fruit: fruits should be full size, the right color, plump and heavy for their size, firm to the touch, and free from decay, damage or mold. ▪ Guidelines for storing fruits include: wash fruits right before using them, refrigerate most ripe fruits, to speed ripening place fruit in a paper bag and leave at room temperature, store cut fruits in an airtight container, store frozen fruits in freezer until ready to use, store un-opened cans in a cool dry place, refrigerate leftover fruit not in the can but in an airtight container, store dried fruits in a cool dry place. ▪ Fruits can be simmered, baked, fried, poached, boiled, steamed, mashed, sauce, stewed, and cooked in the microwave. ▪ Scurvy is a disease of the joints, teeth, and blood vessels caused by a severe lack of Vitamin C. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ ascorbic acid, scurvy, citrus fruit, pomes, drupes, melon, tropical fruit |
| Essential Skills | <ul style="list-style-type: none"> ▪ Distinguish nutritive values of food groups from one another. ▪ Recognize a variety of fruits and hypothesize how each should be purchased, stored and cooked. ▪ Choose and justify the appropriate method of cooking a fruit. |

Consumer & Life Studies
Food Science
Unit 8: Fruits

| | |
|--|---|
| <p>Related Maine Learning Results</p> | <p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health Students predict how behaviors impact health status.</p> <ul style="list-style-type: none">a. Analyze individual responsibility for enhancing health.b. Predict how healthy behaviors can positively impact health status.c. Describe barriers to practicing healthy behaviors.d. Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors. <p>A3. Diseases/Other Health Problems Students explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.</p> <p>A4. Environmental and Personal Health Students determine the interrelationship between the environment and other factors and personal health.</p> <ul style="list-style-type: none">a. Analyze how environment and personal health are interrelated.b. Describe how genetics and family history can impact personal health. <p>B. Health Information, Products and Services</p> <p>B1. Validity of Resources Students evaluate the validity and accessibility of health information, products, and services.</p> <p>C. Health Promotion and Risk Reduction</p> <p>C2. Avoiding/Reducing Health Risk Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none">a. Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.b. Develop injury prevention and response strategies including first aid for personal, family, and community health. |
|--|---|

Consumer & Life Studies
Food Science
Unit 8: Fruits

| | |
|--|---|
| <p>Related Maine Learning Results</p> | <p>D. Influences on Health D1.Students analyze and evaluate influences on health and health behaviors. a. Analyze how family, school and community influence the health of individuals. b. Analyze how peers influenced healthy and unhealthy behaviors. c. Evaluate the effect of the media on personal and family health. d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors. e. Analyze how culture and personal values and beliefs influence individual health behaviors.</p> <p>E. Communication and Advocacy Skills E1.Interpersonal Communications Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health. a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others. b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks. c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>E2.Advocacy Skills Students demonstrate ways to influence and support others in making positive health choices. b. Adapt health messages and communication techniques for different audiences.</p> <p>F. Decision-Making and Goal-Setting Skills F1.Decision-Making Students apply a decision-making process to enhance health. a. Compare the value of thoughtful decision-making to quick decision-making in a health-related situation. d. Defend the healthy choice when making a decision.</p> |
|--|---|

Consumer & Life Studies
Food Science
Unit 8: Fruits

| | |
|--|--|
| <p>Related Maine Learning Results</p> | <p><u>Career and Education Development</u></p> <p>A. Learning About Self-Knowledge and Interpersonal Relationships</p> <p>A3. Interpersonal Skills</p> <p>Students demonstrate positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.</p> <ul style="list-style-type: none">a. Getting along with others.b. Respecting diversity.c. Working as a member of a team.d. Managing conflict.e. Accepting/giving/using constructive feedback.f. Accepting responsibility for personal behavior.g. Demonstrating ethical behavior.h. Following established rules/etiquette for observing/listening.i. Demonstrating safe behavior.j. Dealing with peer pressure. <p>A4. Career and Life Roles</p> <p>Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.</p> <ul style="list-style-type: none">a. Time managementb. Goal-settingc. Resource management <p>B. Learning about and Exploring Education and Career and Life Roles</p> <p>B1. Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>Students evaluate strategies for improving educational achievement, increasing participation as an involved citizen, and increasing work options and earning potential in a 21st century global economy.</p> <p>B2. Skills for Individual/Personal Success in the 21st Century</p> <p>Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <ul style="list-style-type: none">a. Literacy skillsb. Numeracyc. Critical thinking skillsd. Information and communication technology (ICT)e. Interpersonal skillsf. Other academic skills and knowledge |
|--|--|

**Consumer & Life Studies
Food Science
Unit 8: Fruits**

| | |
|---|---|
| <p style="text-align: center;">Related Maine Learning Results</p> | <p>B3.Education and Career Information Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.</p> <p>C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions C1.The Planning Process Students use the planning process to make school-to-school and school-to-work decisions.</p> <ul style="list-style-type: none"> a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills |
| <p style="text-align: center;">Sample Lessons And Activities</p> | <ul style="list-style-type: none"> ▪ Chapter 30 ▪ Worksheet ▪ Video ▪ Sample a selection of fruits not indigenous to the locality ▪ Choose a recipe ▪ Cooking in the Foods Laboratory |
| <p style="text-align: center;">Sample Classroom Assessment Methods</p> | <ul style="list-style-type: none"> ▪ Evaluation of foods laboratory ▪ Worksheet ▪ Fruit test |
| <p style="text-align: center;">Sample Resources</p> | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Discovering Food and Nutrition</u>- Glencoe/McGraw Hill, 2001 ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Modern Marvels, Harvesting 1</u> |