

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

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Fruits are nutritious, easy to prepare and add color and flavor to a meal or dessert.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What are the nutrient contributions of fruits?</li> <li>How should fruits be selected and stored?</li> <li>What are ways in which fruits can be cooked?</li> <li>What disease can be caused by the lack of fruit in the diet?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Fruits are sold in several forms: fresh, canned, frozen, dried and in juices.</li> <li>Fruits are the most economical when they are purchased during their harvest season.</li> <li>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.</li> <li>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.</li> <li>Fruits can be simmered, baked, fried, poached, boiled, steamed, mashed, sauce, stewed, and cooked in the microwave.</li> <li>Scurvy is a disease of the joints, teeth, and blood vessels caused by a severe lack of Vitamin C.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> <ul style="list-style-type: none"> <li>ascorbic acid, scurvy, citrus fruit, pomes, drupes, melon, tropical fruit</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Distinguish nutritive values of food groups from one another.</li> <li>Recognize a variety of fruits and hypothesize how each should be purchased, stored and cooked.</li> <li>Choose and justify the appropriate method of cooking a fruit.</li> </ul>

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<b>Related Maine Learning Results</b>	<p><u>Health and Physical Education</u></p> <p>A. Health Concepts</p> <p>A1. Healthy Behaviors and Personal Health</p> <p>Students predict how behaviors impact health status.</p> <ol style="list-style-type: none"><li>Analyze individual responsibility for enhancing health.</li><li>Predict how healthy behaviors can positively impact health status.</li><li>Describe barriers to practicing healthy behaviors.</li><li>Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.</li></ol> <p>A3. Diseases/Other Health Problems</p> <p>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</p> <p>Students determine the interrelationship between the environment and other factors and personal health.</p> <ol style="list-style-type: none"><li>Analyze how environment and personal health are interrelated.</li><li>Describe how genetics and family history can impact personal health.</li></ol> <p>B. Health Information, Products and Services</p> <p>B1. Validity of Resources</p> <p>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</p> <p>Students demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <ol style="list-style-type: none"><li>Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.</li><li>Develop injury prevention and response strategies including first aid for personal, family, and community health.</li></ol>
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<b>Related Maine Learning Results</b>	<p>D. Influences on Health</p> <p>D1.Students analyze and evaluate influences on health and health behaviors.</p> <ul style="list-style-type: none"><li>a. Analyze how family, school and community influence the health of individuals.</li><li>b. Analyze how peers influenced healthy and unhealthy behaviors.</li><li>c. Evaluate the effect of the media on personal and family health.</li><li>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</li><li>e. Analyze how culture and personal values and beliefs influence individual health behaviors.</li></ul> <p>E. Communication and Advocacy Skills</p> <p>E1.Interpersonal Communications Skills</p> <p>Students utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <ul style="list-style-type: none"><li>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</li><li>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid and reduce health risks.</li><li>c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li></ul> <p>E2.Advocacy Skills</p> <p>Students demonstrate ways to influence and support others in making positive health choices.</p> <ul style="list-style-type: none"><li>b. Adapt health messages and communication techniques for different audiences.</li></ul> <p>F. Decision-Making and Goal-Setting Skills</p> <p>F1.Decision-Making</p> <p>Students apply a decision-making process to enhance health.</p> <ul style="list-style-type: none"><li>a. Compare the value of thoughtful decision-making to quick decision-making in a health-related situation.</li><li>d. Defend the healthy choice when making a decision.</li></ul>
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<b>Related Maine Learning Results</b>	<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"><li>a. Getting along with others.</li><li>b. Respecting diversity.</li><li>c. Working as a member of a team.</li><li>d. Managing conflict.</li><li>e. Accepting/giving/using constructive feedback.</li><li>f. Accepting responsibility for personal behavior.</li><li>g. Demonstrating ethical behavior.</li><li>h. Following established rules/etiquette for observing/listening.</li><li>i. Demonstrating safe behavior.</li><li>j. Dealing with peer pressure.</li></ul> <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"><li>a. Time management</li><li>b. Goal-setting</li><li>c. Resource management</li></ul> <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 21<sup>st</sup> century global economy.</p> <p>B2. Skills for Individual/Personal Success in the 21<sup>st</sup> 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"><li>a. Literacy skills</li><li>b. Numeracy</li><li>c. Critical thinking skills</li><li>d. Information and communication technology (ICT)</li><li>e. Interpersonal skills</li><li>f. Other academic skills and knowledge</li></ul>
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<p style="text-align: center;"><b>Related Maine Learning Results</b></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</p> <p>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"> <li>a. Self-knowledge</li> <li>b. Looking for and creating personal career options</li> <li>c. Decision-making skills</li> </ul>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Chapter 30</li> <li>▪ Worksheet</li> <li>▪ Video</li> <li>▪ Sample a selection of fruits not indigenous to the locality</li> <li>▪ Choose a recipe</li> <li>▪ Cooking in the Foods Laboratory</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Evaluation of foods laboratory</li> <li>▪ Worksheet</li> <li>▪ Fruit test</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Discovering Food and Nutrition</u>- Glencoe/McGraw Hill, 2001</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Modern Marvels, Harvesting 1</u></li> </ul> </li> </ul>