Unit 06: Fabulous Fruits

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

In this unit, students will learn how to use different types of fruits (fresh, canned, frozen, or dried) in order to add flavor, color, texture and contrast to snacks and meals. Students will explore the nutritive value of all fruits and explore the various ways to prepare and serve fruits both cooked and raw. In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest.

Reviewed Summer 2026

Standards

National Standards for Family and Consumer Sciences Education

Standard 8.0 Food Production and Services Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding a variety of foods.

Standards for Mathematical Practice (2023)

MATH.K-12.1 Make sense of problems and persevere in solving them

MATH.K-12.5 Use appropriate tools strategically

Practices of English Language Arts (2023)

ELA.K-12.1 Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.

ELA.K-12.2 Adapting Communication: Adapting communication in response to the varying demands of

audience, task, purpose, and discipline.

Comprehensive Health and Physical Education Practices (2020)

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

Career Readiness, Life Literacies and Key Skills

9.3.IE.9-12.1 Develop and execute discipline-specific research processes appropriate to the complex prompt, question, task, or self-driven inquiry

9.4.KC.9-12.1 Work effectively in teams by adapting to roles, valuing diverse perspectives, and using strategies and tools to achieve shared goals.

ELD standards:

Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the

school setting.

Essential Questions

- How can eating a variety of fruits contribute to good health?
- How can fruits be prepared in safe, nutritious and appealing ways?

Students Will Know

- different types of fruits and examples of each.
- how fruits contribute to good health.
- how to prepare fruits in safe, nutritious, and appealing ways.
- key terms: drupes, pomes, citrus fruit, berries, melons, tropical fruit, enzymatic browning, fruit nectar, phytochemicals, antioxicants.

Students Will Be Skilled At

- identifying the category in which different fruits belong (pome, drupe, berry, citrus, tropical)

- making various desserts and snacks which use many fruits as a main ingredient
- serving various raw fruits, knowing how to cut and serve these fruits
- understanding which fruit drinks and snacks are full of sugar and not made with 100% fruit.

Evidence/Performance Tasks

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- • actively and meaningfully participate in performance tasks such as: o record the number of servings and kinds of fruits you eat in a school week. Plan how to increase, if necessary, the number of servings or the variety
- • be evaluated by the teacher through observation of performance.
- • complete and submit all homework assignments: bring in a designated type of fruit for the class to taste.
- • meaningfully address the essential and guiding questions of this unit of study.
- • meaningfully complete research and/or writing tasks such as: o Identify how to include a variety of fruits in your meals.
- • meaningfully participate in guided question and answer sessions, group and individual discussions, show an understanding of the purpose of the unit lesson(s), and the key terms and concepts.
- participate in related labs

Learning Plan

- Administer assessments as needed based on student progress and participation
- Administer fruits pretest to determine student baseline understanding.
- Assign homework: have students record the number of servings and kinds of fruits they eat in a school week. Have them plan how to increase, if necessary, the number of servings or the variety of fruit.
- Engage students in the following activity: have students list their five favorite fruits and look up the calorie content via food composition information found online or in classroom resource materials. Have students summarize their findings.
- Facilitate Fruit Lab #1: In order for students to demonstrate an understanding of principles and methods of fruit cookery, have lab groups prepare and share the following recipes. o Apple Crisp o Banana Bread o Fruit Salsa and Homemade Tortilla Chips o Fruit Fondue o Peach Cobbler •
- Facilitate student use of the internet to complete “Fruits and Vegetables: More Matter.” And “Antioxidants" activities
- Have students investigate the labels on fruit juices and fruit drinks to determine if the beverage contains fruit juice and the amount. Have them compare the nutrient content of the beverages.
- Have students write the alphabet vertically to see how many examples of fruits and vegetables they can name for each letter
- Initiate a discussion on the following fruit facts: nutritional value, six types of fruits, buying fresh fruit, forms of fruit, and principles of fruit cookery. Use power point as reference for students to complete to develop a study guide.

- Preview the essential questions and connect to learning throughout the unit.
- Support students in planning and holding a fruit tasting party, have each student bring in a different fruit. Show students the whole fruit and then demonstrate how to prepare the fruit. Allow students to sample the fruits. Categorize the fruits tasted. Describe the flavors, textures, and colors of the fruits tasted.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

- Interactive use of SmartBoard
- Software programs
- Topic related videos or DVDs
- Virtual Field Trips
- Web sites
- necessary kitchen appliances and utensils
- necessary recipes and ingredients.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1ZSDsCUamViCaBpr1lPOB7FJEC-jx4KnDjZzegIUKeMg/edit?usp=sharing