# Unit 5 Incredible Edible Egg

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Course(s): **Food and Nutrition**
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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Food & Nutrition, 10th-12thGRADE

# Egg UNIT 5

**Belleville Board of Education**

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## Unit Overview

Unit 5 will teach students the many functions of eggs in traditional baking.

The student will be able to Identify:

- The anatomy of an egg
- The student will be able to list and define the many functions eggs have in recipe.
- Identify the different functions of eggs in recipes
- Identify terms and techniques in egg cookery
- Identify nutritional value of an egg
- Identify different egg products
- Purchasing eggs
- Examine quality factors of egg grades
- Identify egg cookery
- Storing eggs properly
- Define egg substitutions.

## Enduring Understanding

- Identify different parts of an egg
- Identify egg cookery
- Demonstrate the different functions of an egg in recipes
- Identify how to purchase and store eggs
- Identify the nutritional value of an egg
- Identify egg substitutions
- Identify the bacteria that comes from eggs
- Identify different egg grades

## Essential Questions

- What is the structure of an egg?
- What is  the anatomy of an egg?
- What do you look for when purchasing eggs?
- How should eggs be  stored?
- How can eggs act as leavening agents?
- What is candling?
- What are the functions of eggs?
- What are functions of eggs in different recipes?
- How do you measure eggs?
- What is the nutritional value of an egg?

- Why is an egg considered an nutritional standard?

## Exit Skills

The student will be able to Identify:

- The anatomy of an egg
- Identify the different functions of eggs in recipes
- Identify terms and techniques in egg cookery
- Identify nutritional value of an egg
- Identify different egg products
- Purchasing eggs
- Examine quality factors of egg grades
- Identify egg cookery
- Storing eggs properly
- Define egg  substitutions.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 9.3.12.ED.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 9.3.12.ED.3 | Use critical thinking to process educational communications, perspectives, policies and/or procedures. |
| 9.3.12.ED.4 | Evaluate and manage risks to safety, health and the environment in education and training settings. |
| 9.3.HT.5 | Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. |
| 9.3.12.ED.5 | Demonstrate group collaboration skills to enhance professional education and training practice. |
| 9.3.12.ED.6 | Analyze ethical and legal policies of professional education and training practice. |
| 9.3.12.ED.10 | Apply organizational skills and logic to enhance professional education and training practice. |
| 9.3.12.ED.11 | Demonstrate group management skills that enhance professional education and training practice. |
| 9.3.HT-RFB.4 | Demonstrate leadership qualities and collaboration with others. |
| 9.3.HT-RFB.5 | Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. |

## Interdisciplinary Connections

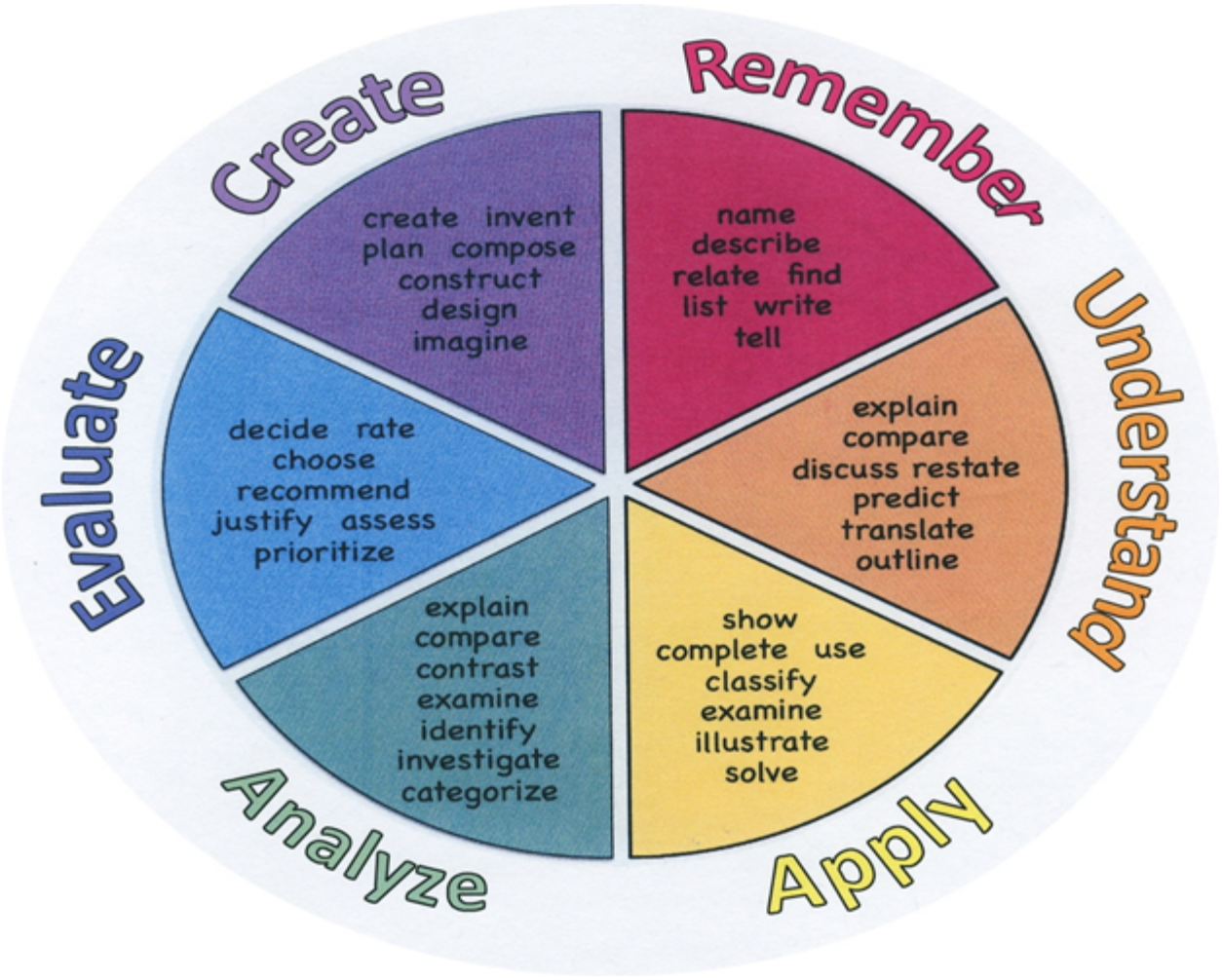
| | |
|---|---|
| LA.RL.9-10.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

| | |
|---|---|
| SCI.HS-PS1-5 | Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. |

## Learning Objectives

The student will be able to list and define the many functions that eggs have in recipes.
Identify the anatomy of an egg
The students will be able to identify products that contain eggs and how and why eggs are used.
The student will learn terms and techniques in egg cookery.
Students will be identify how to purchase and store eggs properly
Students will be able to identity different egg grades
Student will be able to complete recipes using eggs different properties

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- read and identify the function of eggs in different recipes
- follow recipes and compare egg reactions in each
- utilize the correct measuring tool and technique to measure recipe ingredients.
- research and select appropriate recipes based on a set of criteria factors.
- read a recipe, follow step-by-step directions, and properly perform recipe culinary terms.
- modify a recipe to alter the yield and/or egg substitute the ingredients.
- understand, apply and calculate basic properties involving the concepts of math.
- select and demonstrate proper use of appropriate tools, equipment and appliances based on function needed to perform recipe tasks.
- select appropriate solutions to decision-making situations.
- work as a team to accomplish assigned tasks within a limited time frame.
- Complete time on task.

## Assessment Evidence - Checking for Understanding (CFU)

- GOOGLE:  classroom communications, spreadsheets quizzes, surveys, anticipatory sets, exit tickets (forms)
- Quarterly benchmarks
- Roundtable discussion results
- Chapter 29  Vocabulary Terms
- Chapter 29 review key concepts
- Unit Review/Test prep
- Study guide
- Unit test-summative assessment
- Kitchen Logs
- Kitchen Labs
- Evaluation Rubrics
- Teacher Observation Checklist
- Self Assessment
- Teacher and student discussions-alternate assessment
- Think, pair, share-formative assessment
- read and identify the function of eggs in  different  recipes-benchmark assessment
- follow recipes and compare egg reactions in each-benchmark

- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

- Textbook: *Food, Nutrition & Wellness*

- *Textbook: Teachers Edition*
- You Tube Video
- Egg project
- Power Point Presentation
- Google classroom
- Demonstrations
- Group discussion
- Recipe lab plans
- Chapter 29 content vocabulary
- CHapter 29 questions
- Filling out class learning logs
- Unit Test

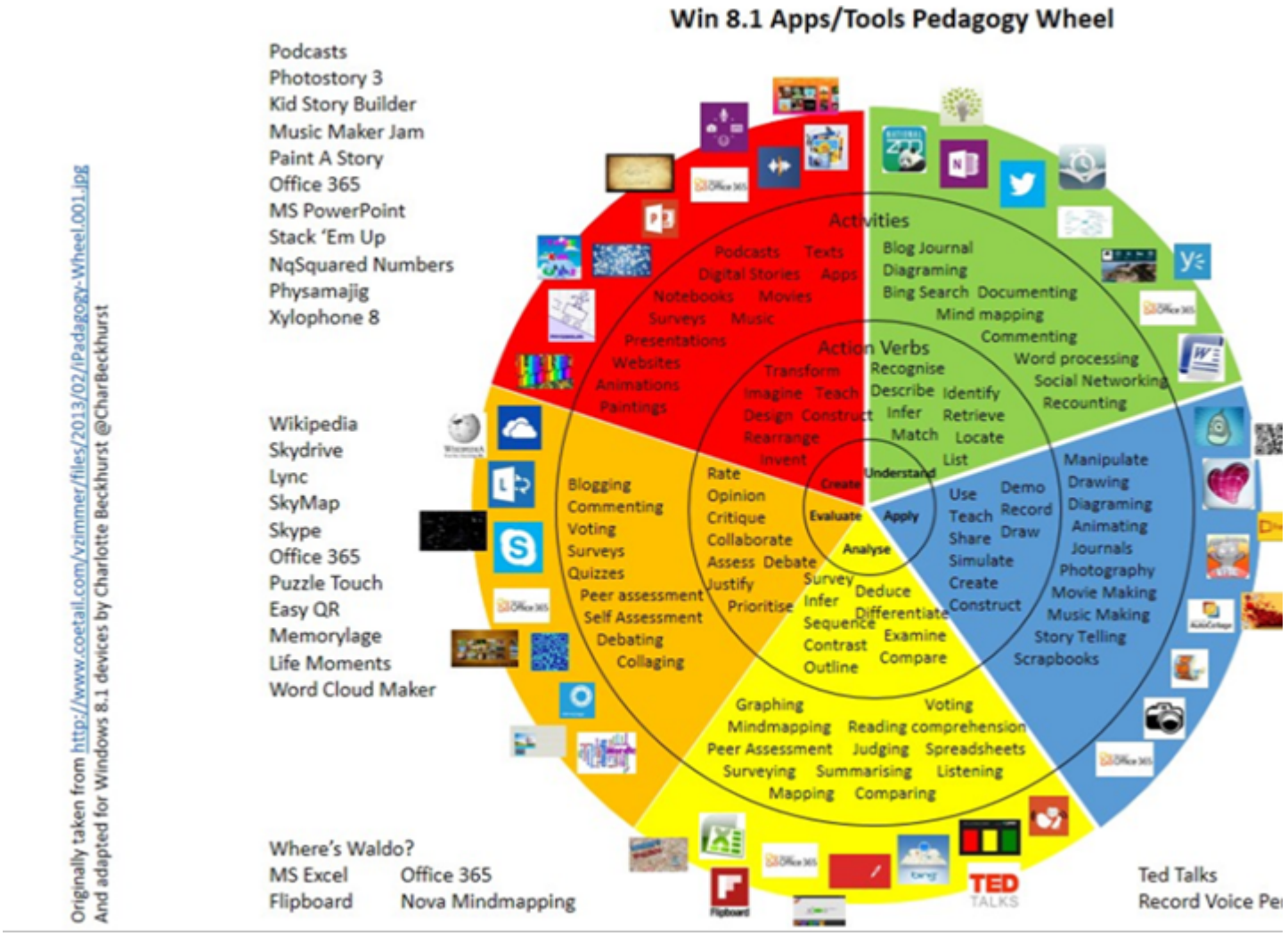
## Ancillary Resources

- Group Discussions
- Group Projects
- Google classroom
- Lab Plans
- Unit Recipes
- Chapter worksheets
- Chapter review
- Exit Tickets

## Technology Infusion

- **Please reference video links and websites listed under Primary Resources & Materials**
- Google Classroom
- Interactive Smart TV Technology
- Technology Internet Research and Word Processing
- Video Demonstration
- Calculations
- Online Applications

- Power Point




## Alignment to 21st Century Skills & Technology

- Communication skills - reading , writing
- Mathematics;
- Economics
- Science
- Social skills , Interpersonal skills

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy

- Global Awareness
- Health Literacy

## Differentiation

- Extra time to complete assignents
- Study Guides
- Small group instruction following whole group introduction of concepts
- Small groups setting
- Multi-sensory approaches
- Pairing Oral instruction w/visuals
- Group Assignments and Projects
- Probject based learning
- Leveled Rubrics
- Think-Pair Share (roundtable)

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones

identified below.

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time on assignments/assessment
- Additional time for Skill Mastery
- Study Guides/Board Notes
- Notes/presentations on Google Classroom
- Highighted text visual presentation
- Modified assignments
- Shortened assignments
- Multi-sensor pesentation (presentations on SMART TV, on Google Classroom and paper copies for students as appropriate)
- Modifed test formats (written/verbal vs. Google form)
- Open book/Study Guides
- Preferential seating
- Peer mentoring

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet

- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Translation of content/activities (Port of Entry) supporting terms and definitions related to the incredible edible egg
- Assignments submitted in native language (Port of Entry)
- Modifying assignments
- Review assignment/project directions (model)
- Open book/notes options
- Tutoring by peers to reinforce concepts
- Modifying tests to reflect selected objectives

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- Peer tutoring on Unit 5 Incredible Edible Egg
- Correction and resubmission of work related to Unit 5 Incredible Edible Egg
- Model concepts of Eggs
- Evaluating correct work; collaborating with student on incorrect work
- Additonal time to complete assignments

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Complete activities above grade level
- Advanced problem-solving related to Unit 5 Incredible edible Egg
- Teacher-selected instructional strategies (simulations) focused to provide challenge, engagement, and growth opportunities
- Simulated project modules utilizing technology at higher level to create diferent egg dishes
- Higher order, critical and creative thinking skills, and discovery related to analysis of Unit 5 Incredible Edible Egg

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Refer to Unit 1