Unit 09: Incredible Eggs

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 explore the nutrition and the various functions of eggs. Students will practice using eggs in preparing different recipes and in individually practice preparing eggs. They will also explore the differences between shelled eggs and egg alternatives. 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

- Are eggs "all they are cracked up to be?" Why or why not?
- How can eggs be prepared?

Students Will Know

- key terms: candling, chalazae, emulsion, coagulate, meringue, egg substitute.
- principles and methods for preparing eggs.
- the reasons for including eggs in a healthful eating plan.

Students Will Be Skilled At

- identifying the parts of an egg

- identifying the ways eggs can be used in food preparation (as an emulsifier, thickening agent, leavening agent, foaming agent, color additive, nutritional additive)
- making eggs in various ways (scrambled, hard boiled, fried, omelet, poached)

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.

Students will:

- actively and meaningfully participate in performance tasks
- be evaluated by the teacher through observation of performance.
- compare and contrast shell eggs with egg substitutes and determine the ways they are similar and different. Consider why some might prefer one over the other.
- complete a self evaluation rubric of performance.
- complete research and/or engage in written reflection in answering the essential question: Are eggs all they are cracked up to be? Why or why not?
- complete the unit quiz: eggs.
- engage in the "Egg challenge"
- meaningfully participate in guided question and answer sessions, group and individual discussions
- participate in related labs
- prepare foods with eggs
- show an understanding of the purpose of the unit lesson(s), and the key terms and concepts.

Learning Plan

- Administer quiz: eggs.
- Administer Worksheet: “Egg Function Sort”
- Encourage students to brainstorm with a partner a dozen ways eggs are used in food preparations.
- Engage students in Activity: compare and contrast shell eggs with egg substitutes. Make comparisons and discuss fundings
- Facilitate Egg Lab #1: Egg Challenge. Each student will prepare an egg in one of the following ways to practice principles of egg cookery: hard cooked, fried, scrambled, poached, microwaved, or an omelet. Eggs will be served with juice and toast.
- Facilitate Egg lab #2: French toast.
- Facilitate Egg lab #3: Egg functions. Each group will make one of the following recipes- each using eggs in a different function. o Meatballs o Cream Puffs o Thumbprint Cookies o Egg Casserole o Custard
- Preview the essential questions and connect to learning throughout the unit.
- Support students as they complete egg study guide using the corresponding power point. The study guide covers nutrition, freshness, and functions of eggs as an ingredient, egg parts, egg cookery, egg

substitutes, meringue, and custard.

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 equipment
- Necessary recipes and ingredients

Suggested Strategies for Modifications

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