

**Program Information & Skill Alignment Chart for:**

**Culinary Arts – CIP Code 12.0508**

**Mount Joy Campus**

**Form to be submitted to IU 13 with PIF**

<p><b>Program Description</b></p>	<ul style="list-style-type: none"> <li>• Plan, prepare and serve meals in a variety of venues, from upscale catered events, production kitchens, casual dining, and fine dining restaurant service.</li> <li>• Work alongside Our professional chef instructors, starting in the school kitchens and moving into professional placements within the culinary industry.</li> <li>• Prepare for job opportunities and placement within the culinary workforce.</li> </ul>
<p><b>Program Information (costs, certifications, uniform)</b></p>	<p><u>Textbooks</u>  The Culinary Professional 2<sup>nd</sup> edition The Goodheart-Willcox Company, Inc  Lab Manual The Culinary Professional second edition  Study Guide The Culinary Professional second edition  ServSafe Coursebook 8<sup>th</sup> addition</p> <p><u>Uniforms- \$300 approx.</u></p> <ul style="list-style-type: none"> <li>• Two Chefs Coats</li> <li>• Two white aprons</li> <li>• Two black skull caps</li> <li>• Two black pair of pants</li> <li>• Black, non-slip shoes</li> <li>• Two Black button up shirt</li> <li>• Two Black bistro aprons</li> <li>• Black Tie</li> </ul> <p><u>Program Opportunities/Certifications</u>  ServSafe Food Handler  ServSafe Food Protection Manager</p>
<p><b>Program Outline &amp; Pathways</b></p>	<p><u>State Program of Study Task Outline</u></p> <p>Our Culinary Arts program at LCCTC MT. Joy Campus follows the PDE's program of study. To see the complete program of study, use the following link:</p> <p><a href="https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Framework/VerETasklist/120508%20Institutional%20Food%20Worker.docx">https://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/Programs%20of%20Study/Framework/VerETasklist/120508%20Institutional%20Food%20Worker.docx</a></p> <ul style="list-style-type: none"> <li>• Safety and Sanitation Procedures</li> <li>• The Food Industry</li> <li>• Purchasing, Receiving and Storage</li> <li>• Garde Manger (Cold Food Preparation)</li> <li>• Knife Skills</li> <li>• Food Service Tools and Equipment</li> <li>• Standardized Recipes and Measurement</li> <li>• Nutrition</li> </ul> <p><u>Pathways</u></p> <ul style="list-style-type: none"> <li>• Bus Person</li> <li>• Caterer</li> <li>• Deli Clerk</li> <li>• Department Manager</li> <li>• Line Cook</li> <li>• Meat Buyer</li> <li>• Meat Cutter</li> <li>• Meat Processor</li> <li>• Prep Cook</li> <li>• Restaurant Host</li> <li>• Short Order Cook</li> <li>• Sous Chef</li> </ul> <p><u>Post-Secondary Options and Continuing Education</u></p> <ul style="list-style-type: none"> <li>• Culinary Arts School (2 to 4 years)</li> <li>• Baking and Pastry Arts School (2 to 4 years)</li> <li>• Hospitality and Tourism Management</li> <li>• Restaurant and Service Manager</li> </ul>

	<ul style="list-style-type: none"> <li>• Breakfast Foods</li> <li>• Vegetables and Fruits</li> <li>• Pasta, Grains, Legumes and Potatoes</li> <li>• Seasoning and Flavoring</li> <li>• Stocks, Soups and Sauces</li> <li>• Meat, Poultry and Seafood</li> <li>• Baking and Pastry Skills</li> <li>• Menus</li> <li>• Back of House Operations</li> <li>• Front of House Operations</li> <li>• Foodservice Information Technology</li> <li>• Additional Hot Foods Preparations</li> </ul>	<ul style="list-style-type: none"> <li>• Local/state post-secondary schools           <ul style="list-style-type: none"> <li>○ HACC</li> <li>○ The restaurant school at Walnut Hill</li> <li>○ Johnson and Wales University</li> <li>○ Culinary Institute of America</li> <li>○ Penn College of Technology</li> <li>○ YTI (York Technical Institute)</li> <li>○ IUP Academy of Culinary Arts</li> </ul> </li> </ul>
<b>Other Information</b>	<p>Student/Teacher Ratio 25:1</p> <p><b><u>SOAR Articulation</u></b></p> <p>SOAR is a Pennsylvania Department of Education (PDE) program which enables high school students who successfully complete a PDE approved career and technical program to earn college credits. The number of credits available varies by school, program and from one school year to another. Please discuss these options with your counselor.</p> <p><b><u>SOAR Articulations</u></b></p> <ul style="list-style-type: none"> <li>• Montgomery County Community College (10 credits)</li> <li>• Delaware County Community College (9 credits)</li> <li>• Westmoreland County Community College (9 credits)</li> <li>• Pennsylvania Highland Community College (11 credits)</li> <li>• Luzerne County Community College (10 Credits)</li> <li>• HACC (9 Credits)</li> <li>• Community College of Philadelphia (10 credits)</li> </ul>	

**Student Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

***Skill Alignment Chart for:***  
**Culinary Arts Chef– CIP Code: 12.0508**

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
<b>Program Safety / Physical Considerations</b>	<ul style="list-style-type: none"> <li>• A willingness and ability to follow industry safety standards and the safety rules for the kitchen when working with large and small kitchen equipment.</li> <li>• The ability to work and follow instruction in a fast-paced environment and complete tasks with a sense of urgency.</li> <li>• Must have good personal hygiene.</li> <li>• Must adapt to the industry standard for personal hygiene and uniform standards. (i.e., no piercings or artificial eye lashes)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Will require the stamina to stand on feet for long periods</li> <li>• Will be required to lift and carry items that way up to 50 pounds</li> <li>• Ability to work in an environment with a high temperature, load noise, and flame</li> <li>• Proper knife handling</li> <li>• Use cut gloves when using the slicer.</li> <li>• Ability to multitask</li> <li>• Be flexible with change</li> <li>• Cooperating and working positively with others</li> </ul>	
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Action/Need:

<b>Program Environment</b>  <i>Indoor/outdoor</i> <i>Dust/dirt/fume/noise etc</i> <i>Layout of room – theory/lab</i>	<ul style="list-style-type: none"> <li>• Seated deskwork 15 to 20 percent</li> <li>• Lab work 80 to 85 percent</li> <li>• Indoor work</li> <li>• Loud noises for equipment and cookware</li> <li>• Working with hot equipment and food items</li> <li>• Working with an open flame</li> <li>• Working in a hot environment</li> <li>• Moving from a hot to a cold environment</li> <li>• The culinary center has a full dining room and three separate kitchens that support restaurant service and production-level cooking</li> <li>• Working independently with minimal redirection.</li> </ul> <p>Regular Daily/weekly work</p> <ul style="list-style-type: none"> <li>• Morning Journals</li> <li>• Morning Math</li> <li>• Daily Nocti Review</li> </ul>	
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Action/Need:

<b>Typical level of support</b>	At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers,	
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	<p>spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>	
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Action/Need:

<b>Reading / ELA levels</b>	<ul style="list-style-type: none"> <li>• The Culinary Professional 2<sup>nd</sup> edition The Goodheart-Willcox Company, Inc reading level 9-14</li> <li>• Explain the main ideas and draw an accurate conclusion after reading the text</li> <li>• Read, understand and follow a complex multi-step procedure independently.</li> <li>• Comprehend written text and apply the understanding to charts, tables, and graphs</li> <li>• Learn and apply industry-specific symbols, terminology, and acronyms correctly</li> <li>• Use and apply content-specific vocabulary correctly</li> <li>• Learn and apply French cooking terms within a recipe or cooking technique</li> <li>• Learn and apply international and world language terms within a recipe</li> <li>• Compare and contrast information in a text.</li> <li>• By grade 12, read and be able to comprehend technical texts independently</li> </ul>	
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Action/Need:

<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write with a distinct focus on identifying the topic, task, and audience</li> <li>• Develop and analyze the topic with well-chosen, sufficient facts and information appropriate to the audience's understanding and knowledge.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Use precise, industry specific language, domain-specific vocabulary, and analogy to manage the complexity of the topic.</li> <li>• Write at least five complete and accurate sentences for the morning journal.</li> <li>• Understand and use technology to produce, publish and share writing</li> </ul>	
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Action/Need:

<p><b>Math Levels</b></p> <p>If the estimated Breakeven Point (BEP) is \$37,500/mo., how many customers will need to be served daily if the average sale is \$10.80?</p> <p>A software support contract is quoted for one or two years. One year would cost \$795 but two years would cost \$1495. Round each price to the nearest hundred dollars to estimate the savings for a two-year commitment.</p>	<p><b>Numbers and Operations</b></p> <ul style="list-style-type: none"> <li>• Fluency in operations with whole numbers and decimals</li> <li>• Fraction computations</li> <li>• Fraction to decimal conversion</li> <li>• Percent and ratio problems</li> <li>• Decimals to rational number (fraction) conversion</li> <li>• Problem-solving with real-world units (conversions)</li> </ul> <p><b>Measurements</b></p> <ul style="list-style-type: none"> <li>• NG-units: English Precision: Nearest <math>1/16^{\text{th}}</math></li> <li>• Unit conversion within and between measuring systems: English/Metric</li> </ul>	
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Action/Need:

<p><b>Theory time</b></p>	<ul style="list-style-type: none"> <li>• Theory on Monday and Wednesday Morning</li> <li>• Group projects</li> <li>• ServSafe First 8 days of the school year</li> <li>• Approximately 4 to 6 hours weekly</li> </ul>	
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Action/Need:

<p><b>Homework</b></p> <p><i>Amount per night</i></p>	<p>2 hours/week</p> <p>(Increased During ServSafe September)</p> <ul style="list-style-type: none"> <li>• Serv-Safe chapter work</li> <li>• Chapter reading</li> <li>• Chapter workbook questions</li> </ul>	
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Action/Need:

<b>Lab Time</b> <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"><li>• 14 to 16 hours per week</li></ul>	
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Action/Need:

<b>Tests</b> <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"><li>• Weekly quiz on chapter work</li><li>• Unit hands-on exams</li><li>• Projects</li><li>• NOCTI (Pretest, Posttest is both written and hands-on)</li><li>• ServSafe certification Exam (September)</li></ul>	
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Action/Need:

<b>Behavioral Expectations</b> <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"><li>• Work independently after instructions have been given</li><li>• Work well within a team environment</li><li>• Work well with others in leadership, or subordinate rolls</li><li>• Work quickly and with a sense of urgency</li><li>• Time Management planning on a daily and weekly bases.</li><li>• Active Listening and Learning</li><li>• Priority on Attendance</li><li>• Critical Thinking skills</li><li>• Problems Solving</li><li>• Respect all peers and Staff</li><li>• Completion of prep list and tasks with Minimal Supervision</li><li>• Proper use and respect of tools and equipment</li></ul>	
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Action/Need:

<b>Other</b> <i>Technology skills specific to the program</i>	<ul style="list-style-type: none"> <li>● Use and navigate the school-issued laptop.</li> <li>● Learn and understand student portal.</li> <li>● Download and use Remind app</li> <li>● Use and understand Canvas learning management platform.</li> <li>● Use of Word or google docs to complete assignments</li> </ul>	
<b>Action/Need:</b>		

*District Representative Signature* \_\_\_\_\_ *Date* \_\_\_\_\_