

**Program Information & Skill Alignment Chart for:**  
**Introduction to Culinary Arts**  
**Brownstown/Mount Joy/Willow Street Campus**  
*Form to be submitted to IU 13 with PIF*

<b>Program Description</b>	<ul style="list-style-type: none"> <li>• Create a variety of recipes consisting of appetizers, entrees, side, &amp; desserts to meet presentation standards.</li> <li>• Experience the latest trends in food, beverage, and event careers.</li> <li>• Plan, prepare, and serve meals for events.</li> </ul>
<b>Program Information (costs, certification s, uniform)</b>	<p><u>Textbooks-</u> (Provided to Students):</p> <ul style="list-style-type: none"> <li>• Culinary Essentials</li> <li>• Curriculum providing via readings, videos, diagrams, and practice materials through the Canvas Learning Management System</li> </ul> <p><u>Uniforms-</u> <b>\$150</b> (approximate) <b>Students are required to be in uniform daily</b>          (Students will need to purchase multiple uniform sets to comply with uniform cleanliness standards)</p> <ul style="list-style-type: none"> <li>• Black, chef's beanie</li> <li>• Black, slacks</li> <li>• White, long sleeve Chef's Coat</li> <li>• Black, long bib apron</li> <li>• White, logo t-shirt (WS – ONLY)</li> <li>• One pair black, full coverage, non-slip shoes</li> </ul> <p><u>Program Opportunities/Certifications</u></p> <ul style="list-style-type: none"> <li>• ServSafe Food Handler Certification (BT, MJ, WS)</li> </ul>
<b>Program Outline &amp; Pathways</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u>Approved Program Task List:</u></p> <ul style="list-style-type: none"> <li>• Orientation, Career Education &amp; Work Standards</li> <li>• Safety &amp; Sanitation</li> <li>• Kitchen Hand Tools &amp; Equipment</li> <li>• Baking</li> <li>• Garde Manger</li> <li>• Soups, Stocks, and Sauces</li> <li>• Short Order Cooking</li> <li>• Cooking Methods</li> <li>• Management Techniques</li> <li>• Customer Service</li> <li>• Kitchen Calculations</li> <li>• Nutrition</li> </ul> </div> <div style="width: 48%;"> <p><u>Careers Pathways:</u></p> <ul style="list-style-type: none"> <li>• Baker</li> <li>• Cook/Chef</li> <li>• Food Service Manager</li> <li>• Front Desk &amp; Hotel Reservations Clerk</li> <li>• Host/Hostess/Server</li> <li>• Institutional Food Worker</li> <li>• Meat Cutter/Food Processor</li> </ul> <p><u>Secondary/ Post-Secondary and Continuing Education Options:</u></p> <ul style="list-style-type: none"> <li>• Lancaster County Career &amp; Technology Full Day Programs: Culinary Arts/ Chef, Baking &amp; Pastry Arts</li> <li>• Local or State Colleges (ex. Penn College of Technology &amp; HACC)</li> </ul> </div> </div>
<b>Other Information</b>	<ul style="list-style-type: none"> <li>• Student to teacher ratio is 20:1.</li> </ul>

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

Program Information & Skill Alignment Chart for:

**Introduction to Culinary Arts**

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>• Ability to follow industry safety standards when working with large and small kitchen equipment.</li> <li>• The ability to work in a fast-paced environment and complete tasks with a sense of urgency.</li> <li>• Must adapt to the industry standard for personal hygiene and uniform standards</li> <li>• Stamina to stand on feet for long periods of time.</li> <li>• Lift and carry items that weigh up to 50 pounds.</li> <li>• Ability to work in an environment with a high temperature, loud noises and flames.</li> <li>• Utilize a knife in a safe manner.</li> <li>• Hand/ eye coordination/ dexterity.</li> <li>• Ability to safely remove hot products from a large oven/stove.</li> <li>• Must wear PPE (Gloves, goggles, hair/ beard nets)</li> </ul>	
Action/Need:		
<b>Program Environment</b> Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> <li>• This environment is hot</li> <li>• Must be able to work in confined spaces</li> <li>• Students will work on/ near open flames and hot equipment</li> <li>• Occasional strong smells</li> <li>• “Dining Room” is utilized for classroom theory activities (Banquet round tables and chairs)</li> <li>• Items produced are sold to the school body</li> </ul>	
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	

	<p>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, 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>	
Action/Need:		
<b>Reading / ELA Levels:</b>	<p><u>9<sup>th</sup> – 12<sup>th</sup> Grade Technical Reading Level</u></p> <ul style="list-style-type: none"> <li>• Read, understand, and follow a complex multi-step procedure independently.</li> <li>• Learn and apply industry-specific symbols, terminology and acronyms correctly.</li> </ul>	
Action/Need:		
<p><b>Writing Levels:</b> <i>Examples</i></p>	<ul style="list-style-type: none"> <li>• Have basic sentence structure skills</li> <li>• Have legible handwriting for labeling and completion of assignment packets</li> <li>• Ability to summarize lessons/ reading into notebook</li> </ul>	
Action/Need:		
<p><b>Math Levels:</b> <i>Examples</i></p> <p>The following recipe will produce 1 loaf of bread. Please calculate the amount</p>	<ul style="list-style-type: none"> <li>• Strong understanding of numbers and operations</li> <li>• Fluency in operations with whole numbers and decimals</li> <li>• Fractions computations</li> <li>• Fraction to decimal conversion</li> </ul>	

of each ingredient needed to produce (6) loaves of bread.  39 oz. Water .75 oz. Yeast 60 oz. Bread Flour 1.25 oz. Salt	<ul style="list-style-type: none"> <li>• Percent and ration problems</li> <li>• Decimals to rational number (fraction) conversion</li> <li>• Problem-solving with real-world units (conversions)</li> <li>• Measuring with US and Metric units</li> </ul>	
Action/Need:		
<b>Theory time</b>	<ul style="list-style-type: none"> <li>• 30 – 45 minutes of theory time each day in the classroom some days will only include 15-minute review of theory material; flipped classroom</li> </ul>	
Action/Need:		
<b>Homework</b> <i>Amount per night</i>	<ul style="list-style-type: none"> <li>• (20) minutes per week average</li> <li>• students are expected to complete theory assignments at home, approximately (20) minutes</li> <li>• Time will vary among students and throughout the year.</li> </ul>	
Action/Need:		
<b>Lab Time</b> <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"> <li>• 20% Guided</li> <li>• 80% Independent</li> <li>• Students may work in teams or independently depending on what is being taught</li> <li>• Teacher demonstrations</li> </ul>	
Action/Need:		
<b>Tests</b> <i>NOCTI testing – NO</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> <li>• 7-10 test/quizzes per marking period</li> <li>• No NOCTI testing in Intro classes</li> </ul>	

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 roles</li> <li>• Work quickly and with a sense of urgency</li> <li>• Time management planning on a daily and weekly basis</li> <li>• Active listening</li> <li>• Priority on attendance</li> <li>• Critical thinking skills</li> <li>• Problem solving</li> <li>• Respectful interactions with all peers and staff.</li> <li>• Completion of prep list and tasks with minimal supervision</li> </ul>	
Action/Need:		
<b>Other</b> <i>Technology skills specific to the program.</i>  <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"> <li>• Ability to use and navigate Canvas Learning Management System</li> <li>• Personal hygiene requirements included properly secured hair and hat/ beard net, NO Jewelry or nail enhancements including polish and tips, cleanliness/ clean uniform is a priority</li> <li>• Ability to focus and stay on task with noise, heat, and peers working in a close proximity</li> <li>• Ability to attend Virtually, in the event that a virtual instructional day is enacted</li> <li>• Ability to use technology to produce and publish discussions/ posts</li> </ul>	
Action/Need:		

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