

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

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

Student Name: _____ District: _____

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Introduction to Culinary Arts

Educational and Physical Attributes	Program Expectations	Present Education Level and Current Supports
Program Safety / Physical Considerations	<ul style="list-style-type: none"> Ability to follow industry safety standards when working with large and small kitchen equipment. The ability to work in a fast-paced environment and complete tasks with a sense of urgency. Must adapt to the industry standard for personal hygiene and uniform standards Stamina to stand on feet for long periods of time. Lift and carry items that weigh up to 50 pounds. Ability to work in an environment with a high temperature, loud noises and flames. Utilize a knife in a safe manner. Hand/ eye coordination/ dexterity. Ability to safely remove hot products from a large oven/stove. Must wear PPE (Gloves, goggles, hair/ beard nets) 	

Action/Need:

Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> This environment is hot Must be able to work in confined spaces Students will work on/ near open flames and hot equipment Occasional strong smells “Dining Room” is utilized for classroom theory activities (Banquet round tables and chairs) Items produced are sold to the school body 	
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Action/Need:

Typical level of support	At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and	
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	<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>	
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Action/Need:

Reading / ELA Levels: <i>Examples</i>	<u>9th – 12th Grade Technical Reading Level</u> <ul style="list-style-type: none"> • Read, understand, and follow a complex multi-step procedure independently. • Learn and apply industry-specific symbols, terminology and acronyms correctly. 	
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Action/Need:

Writing Levels: <i>Examples</i>	<ul style="list-style-type: none"> • Have basic sentence structure skills • Have legible handwriting for labeling and completion of assignment packets • Ability to summarize lessons/ reading into notebook 	
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Action/Need:

Math Levels: <i>Examples</i> The following recipe will produce 1 loaf of bread. Please calculate the amount	<ul style="list-style-type: none"> • Strong understanding of numbers and operations • Fluency in operations with whole numbers and decimals • Fractions computations • Fraction to decimal conversion 	
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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"> Percent and ration problems Decimals to rational number (fraction) conversion Problem-solving with real-world units (conversions) Measuring with US and Metric units 	
Action/Need:		
Theory time <i>Amount per night</i>	<ul style="list-style-type: none"> 30 – 45 minutes of theory time each day in the classroom some days will only include 15-minute review of theory material; flipped classroom 	
Action/Need:		
Homework <i>Amount per night</i>	<ul style="list-style-type: none"> (20) minutes per week average students are expected to complete theory assignments at home, approximately (20) minutes Time will vary among students and throughout the year. 	
Action/Need:		
Lab Time <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"> 20% Guided 80% Independent Students may work in teams or independently depending on what is being taught Teacher demonstrations 	
Action/Need:		
Tests <i>NOCTI testing – NO Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> 7-10 test/quizzes per marking period No NOCTI testing in Intro classes 	

Action/Need:		
Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> • Work independently after instructions have been given • Work well within a team environment • Work well with others; in leadership or subordinate roles • Work quickly and with a sense of urgency • Time management planning on a daily and weekly basis • Active listening • Priority on attendance • Critical thinking skills • Problem solving • Respectful interactions with all peers and staff. • Completion of prep list and tasks with minimal supervision 	
Action/Need:		
Other <i>Technology skills specific to the program.</i> <i>Additional skills that are valuable for program success.</i>	<ul style="list-style-type: none"> • Ability to use and navigate Canvas Learning Management System • 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 • Ability to focus and stay on task with noise, heat, and peers working in a close proximity • Ability to attend Virtually, in the event that a virtual instructional day is enacted • Ability to use technology to produce and publish discussions/ posts 	
Action/Need:		

District Representative Signature _____ *Date* _____