

Student Name _____

PA State ID # (10- _____)

Unit/Standard Number	High School Graduation Years 2019, 2020 and 2021			
	Year 1	Year 2	Year 3	
The School District of Philadelphia Office of Career and Technical Education Baking and Pastry Arts/Baker/Pastry Chef Performance Assessment Log (PAL) CIP 12.0501 - Baking and Pastry Arts	Key N = Not Exposed to Task 1 = Knowledge (Exposed to Task) 2 = Guidance (Accomplishes Task w/ Instruct 3 = Mastery (Accomplishes Task w/o Instruct			
	Secondary Competency Task List			
100	INTRODUCTION TO THE HOSPITALITY AND BAKING INDUSTRY			
101	Define hospitality and the importance of customer service within the baking and pastry industry.			
102	Discuss the growth and development of the baking and pastry industry.			
103	Describe cuisines and their relationship to history and cultural development.			
104	Outline the structure and functional areas in businesses (retail/wholesale/baking and distribution).			
105	Identify career opportunities and personal traits for jobs in the baking industry.			
106	Identify professional organizations and certifications.			
107	Use multimedia resources to identify industry trends.			
200	SANITATION AND SAFETY			
201	Identify microorganisms which are related to food spoilage and food borne illnesses; describe their requirements and methods for growth, symptoms and prevention.			
202	Describe cross-contamination and procedures for preparing and storing potentially hazardous foods.			
203	Use proper hygiene, health habits, and wear industry standard apparel.			
204	Identify the requirements for receiving and storage of raw and prepared foods, reasons for, and signs of food spoilage and contamination (i.e. FIFO).			
205	Explain the difference between cleaning, sanitizing, and the use and storage of chemicals.			
206	Develop and follow a cleaning schedule.			
207	Practice methods of waste disposal, recycling, and sustainability.			
208	Identify measures for the control of insects, rodents and pests.			
209	Recognize sanitary, safety design, and construction features of food production equipment and facilities (i.e. NSF, UL, OSHA, ADA, etc.).			
210	Identify Safety Data Sheets (SDS) and the requirements for handling hazardous materials.			
211	Conduct a sanitation self-inspection and identify modifications necessary for compliance with standards.			

212	Identify the critical control points and the Temperature Danger Zone during all food handling processes as a method for minimizing the risk of food borne illness (HACCP system).			
213	List common accidents and injuries in the foodservice industry, outline a safety management program and emergency policies.			
214	Identify types, uses, and location of fire extinguishers in the foodservice area.			
215	Describe the role of regulatory agencies governing sanitation and food safety.			
216	Acquire industry sanitation certifications (i.e. ServSafe).			
300	BUSINESS AND MATH SKILLS			
301	Perform basic math functions using the baker's percentage (%) and friction factor.			
302	Discuss labor cost.			
303	Calculate the cost of recipes/formulas including: As Purchased, Edible Portion, and factors affecting yield percentage.			
304	Calculate the selling price of bakery items.			
305	Complete a sales transaction using related industry standards including cash handling and current technology (i.e. guest checks, computers, calculators, etc.).			
306	Perform basic math functions using decimal, percentages, fractions, conversions and measurements as related to the baking and pastry industry.			
307	Perform equivalent measures associated with weight and volume including metric and English units.			
400	BAKING PREPARATION			
400	Use baking terms.			
401	Identify ingredients used in baking, describe their properties, and list the functions of various ingredients (including but not limited to: flours, sugars, fats, egg products and dairy).			
402	Perform knife skills and classic cuts while practicing safety techniques.			
403	Use and care for hand tools.			
404	Describe and utilize various baking mixing methods and make-up techniques.			
405	Prepare and fill a pastry bag and utilize a variety of tips to demonstrate proper use (i.e. cake decorating and pastry products).			
406	Use and care for food processing, cooking and baking equipment.			
407	Read and follow a standard recipe/formula.			
408	Perform variety of cooking methods (i.e. baking, frying, deep frying, boiling, blanching, poaching and steaming).			
409	Identify and use herbs, spices and flavor extracts.			
410	Perform food presentation techniques. (i.e. plated desserts)			
411	Write food requisitions for production requirements.			
500	BAKING FUNDAMENTALS			
501	Demonstrate proper scaling and measurement techniques used in baking.			

502	Prepare yeast products (i.e. hard and soft breads and rolls).			
503	Prepare enriched yeast dough products including laminated dough and sweet dough.			
504	Prepare quick breads.			
505	Prepare pies and tarts.			
506	Prepare cookies.			
507	Prepare creams, mousses, custards and related sauces.			
508	Prepare cakes.			
509	Prepare icings and glazes.			
510	Perform cake decorating techniques (i.e. icing-writing, borders, flowers, leaves, and rosettes).			
511	Perform cake decorating techniques including: royal icing, rolled fondant, gum paste, air brush designs and discuss edible images.			
512	Discuss the applicability of convenience, value added, further processed or par-baked food items.			
513	Prepare fillings and toppings for pastries and baked goods.			
514	Prepare pastry products from pate choux, phyllo, puff pastry and crepes.			
515	Prepare French, Italian and Swiss meringues.			
516	Prepare doughnuts.			
517	Prepare frozen desserts.			
518	Prepare breakfast items/sandwiches.			
519	Label and store bakery products to prevent or reduce spoilage and staling.			
520	Discuss showpieces (i.e. gingerbread, chocolate, sugar, ice, and fruit carvings)			
600	PURCHASING, RECEIVING, INVENTORY AND STORAGE			
601	List factors that affect food prices and quality, which may include market fluctuation and product cost.			
602	Describe purchasing methods (i.e. bids, purchase orders, phone, sales quotes, online, etc.).			
603	Identify regulations for inspecting and grading of bakery ingredients (i.e. flour, sugar, eggs, dairy products and fruits).			
604	Identify inventory systems including perpetual and physical inventories and requisition systems for controlling costs (i.e. computerized systems).			
700	NUTRITION			
701	List food groups and recommended servings in USDA Food Guide Charts.			
702	Discuss dietary guidelines and recommended dietary allowances for a nutritious diet.			
703	Define energy nutrients and non-energy nutrients and how they are metabolized by the human body.			
704	Calculate your individual dietary intakes by using the RDA dietary guidelines.			
705	RESERVED			
706	Interpret food labels in terms of the portion size, ingredients, nutritional value, and nutritional claims.			
707	Describe the six classes of nutrients (carbohydrates, fats/lipids, protein, vitamins, minerals and water).			
708	Discuss the functions, sources, and effects of the six classes of nutrients on a healthy lifestyle.			

709	Discuss various diets and health concerns related to: alternative dieting, vegetarianism, poor nutrition and food allergies.			
710	RESERVED			
711	Apply principles of nutrition and nutrient preservation while preparing bakery goods and menu items.			
712	RESERVED			
713	RESERVED			
714	RESERVED			
715	RESERVED			
716	RESERVED			
800	BAKING PLANNING			
801	List basic production planning principles.			
802	Create menu item descriptions for bakery goods.			
803	Discuss baking facilities, planning, and layout principles.			
804	Discuss planning and time management as it relates to a baking facility.			
805	Identify methods of promoting baked goods, display techniques, and seasonal merchandising.			
900	HUMAN RELATIONS SKILLS			
901	Work as a member of a diverse team as it relates to the baking industry.			
902	Identify the benefits of a positive work environment by motivating employees, reducing stress and resolving conflict.			
903	Use professional communication (i.e. emails, phones, and social media)			
904	Identify the baker's role in decision making, problem solving, and delegation of duties.			
905	Identify current federal and state employment laws (i.e. Equal Opportunity, Harassment, Affirmative Action, Wage and Hour, etc.).			

PA Academic Standards for Career Education and Work

	<i>The Career Education and Work (CEW) Standards were developed by the Pennsylvania Department of Education and complement all disciplines and other academic standards. These skills outline certain skills that students need to obtain prior to high school graduation if they are to succeed in the workplace. Although they are not required under each CIP Code's Program of Study Task List, the School District of Philadelphia requires that all CTE students are taught and master these essential skills.</i>	
	Click on the following links for more information on the CEW Standards:	
	PA Dept. of Education CEW Website	
	CEW Standards	

	Career Awareness and Preparation			
4000	Relate careers to individual interests, abilities, and aptitudes.			
4001	Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.			
4002	Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.			
4003	Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to career days, community service, internships, and job shadowing.			
4004	Justify the selection of a career.			
4005	Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to college degrees, certificates/licensures, entrepreneurship, and industry and military training.			
4006	Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.			
4007	Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.			
	Career Acquisition (Getting a Job)			
4008	Apply effective speaking and listening skills used in a job interview.			
4009	Apply research skills in searching for a job utilizing various job search resources (e.g. CareerLinks, O-Net, Professional Organizations).			
4010	Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of introduction, postsecondary education/training applications, request for letter of recommendation and resume.			
4011	Analyze, revise, and apply an individualized career portfolio to chosen career path.			
4012	Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, and scheduling/time management.			
	Career Retention and Advancement			
4013	Evaluate personal attitudes and work habits that support career retention and advancement.			
4014	Evaluate team member roles to describe and illustrate active listening techniques such as clarifying, encouraging, and summarizing.			
4015	Evaluate conflict resolution skills as they relate to the workplace such as constructive criticism, group dynamics, managing/leadership, negotiation and problem solving.			
4016	Develop a personal budget based on career choice, such as, but not limited to charitable contributions, fixed/variable expenses, gross and net pay, and savings.			
4017	Evaluate time management strategies and their application to both personal and work situations.			

4018	Evaluate strategies for career retention and advancement in response to the changing global workplace.			
4019	Evaluate the impact of lifelong learning on career retention and advancement.			
	Entrepreneurship			
4020	Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.			
4021	Analyze entrepreneurship as it relates to personal character traits.			
4022	Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations, financial institutions and venture capital.			

Signed:

CTE Instructor	Date
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