



## POS Perkins Statewide Articulation Agreement Documentation Coversheet

Student Name:									
Secondary School Name: Secondary School Address:									
CTE Program of Study: CIP # _____ CIP Program Name _____									
<b>_____ 1. CAREER AND TECHNICAL EDUCATION</b> <b>Technical Core Courses</b> <b>List Technical Core Courses only below:</b>	<b>_____ 2. End of Program Assessment</b>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Grade 9</td> <td style="width: 85%;"></td> </tr> <tr> <td style="padding: 5px;">Grade 10</td> <td></td> </tr> <tr> <td style="padding: 5px;">Grade 11</td> <td></td> </tr> <tr> <td style="padding: 5px;">Grade 12</td> <td></td> </tr> </table>	Grade 9		Grade 10		Grade 11		Grade 12		<p style="text-align: center;">Check the appropriate certificate earned by this student on the CIP end of program assessment. (attach)</p> <p style="text-align: center;">_____ Pennsylvania Skills Certificate (or)</p> <p style="text-align: center;">_____ Pennsylvania Certificate of Competency</p>
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Overall Grade Point Average Technical Core Courses:</b> _____ / 4.0 Equate to GPA based on a 4.0 scale.	<b>_____ 3. Secondary Competency Task List</b> <b>signed by program instructor (attach)</b>								
Send official transcript and a copy of student diploma to postsecondary institution where student is making application for admission.	<b>_____ 4. Industry Certification(s) if applicable, (attach)</b>								
<p style="text-align: center;"><b>Secondary School Representative</b> (individual attesting to document verification)</p> Signature: _____ Print Name: _____ Title: _____ Date : _____									



## Perkins Statewide Articulation Agreement

### Documentation item: Secondary Competency Task List Coversheet

**The Secondary School agrees to:**

- A. Implement the approved PDE Program(s) of Study.
- B. Provide assessment of student competencies based upon performance standards as prescribed by the approved PDE Program of Study.
- C. Furnish documentation necessary to the Postsecondary Institution upon a student's written request. Documents should be student specific and should verify that the student meets all secondary requirements of the approved PDE Program of Study.
- D. Provide documentation to the postsecondary institution that must include each of the following items, if applicable
  - High School Diploma;
  - Official Student Transcript;
  - **Secondary Competency Task List with the signature of a secondary school technical instructor;**
  - PA Certificate of Competency or PA Skills Certificate in technical program area and
  - Industry certifications earned

#### **Student Specific Documentation: Secondary Competency Task List**

The following student qualifying for articulated credit under the Perkins Statewide Articulation Agreement has achieved proficiency on all of the approved PDE Program of Study Secondary Competency Task List items. Secondary Competency Task List is attached.

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

**Program of Study Name:** \_\_\_\_\_

**Program of Study CIP number:** \_\_\_\_\_

**Instructor's signature:** \_\_\_\_\_

**Instructor's Name (Print):** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Mailing Address:** \_\_\_\_\_

\_\_\_\_\_

**School telephone number:** \_\_\_\_\_

Unit/Standard Number	<p style="text-align: right;"><u>High School Graduation Years 2019, 2020 and 2021</u></p> <p style="text-align: center;"><b>Baking and Pastry Arts/Baker/Pastry Chef CIP 12.0501 Task Grid</b></p>	<p style="text-align: center;">Proficiency Level Achieved: (X) Indicates Competency Achieved to Industry Proficiency Level</p>
<b>Secondary Competency Task List</b>		
<b>100</b>	<b>INTRODUCTION TO THE HOSPITALITY AND BAKING INDUSTRY</b>	
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.	
<b>200</b>	<b>SANITATION AND SAFETY</b>	
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).	
<b>300</b>	<b>BUSINESS AND MATH SKILLS</b>	
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.	

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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.	
<b>400</b>	<b>BAKING PREPARATION</b>	
40F	Use baking terms.	
40G	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).	
40H	Perform knife skills and classic cuts while practicing safety techniques.	
40I	Use and care for hand tools.	
40I	Describe and utilize various baking mixing methods and make-up techniques.	
40I	Prepare and fill a pastry bag and utilize a variety of tips to demonstrate proper use (i.e. cake decorating and pastry products).	
40I	Use and care for food processing, cooking and baking equipment.	
40I	Read and follow a standard recipe/formula.	
40J	Perform variety of cooking methods (i.e. baking, frying, deep frying, boiling, blanching, poaching and steaming).	
4F€	Identify and use herbs, spices and flavor extracts.	
41F	Perform food presentation techniques. (i.e. plated desserts)	
41G	Write food requisitions for production requirements.	
<b>500</b>	<b>BAKING FUNDAMENTALS</b>	
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.	

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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)	
<b>600</b>	<b>PURCHASING, RECEIVING, INVENTORY AND STORAGE</b>	
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).	
<b>700</b>	<b>NUTRITION</b>	
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	
<b>800</b>	<b>BAKING PLANNING</b>	
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.	

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<b>900</b>	<b>HUMAN RELATIONS SKILLS</b>	
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.).	