



MVTHS--CTE DEPARTMENT



Family & Consumer Sciences

Culinary Arts I

FA300A/B 770 AVC

Course ID: 16052A001

This course provides terminology, culinary math, and practical experiences needed for the development of culinary competencies and workplace skills. Safety and sanitation instruction and classroom application will prepare students for an industry recognized sanitation exam. Classroom experiences will develop skills to work in the front of the house, back of the house, and work stations. Additional content may include: event planning, customer service and relations, food service styles, baking and pastry arts, hors d'oeuvres, and breakfast cookery. Students will be provided opportunity training experiences on commercial equipment. The course provides students with the necessary information and experience to prepare them for the Department of Public Health sanitation examination. Student will be introduced and encouraged to participate in FCCLA leadership Activities.

Length of course:	2 Semesters
Credits per semester	1
Grade level:	11, 12
Prerequisite:	Foods and Nutrition I
Dual Credit:	Rend Lake College: CULA 1205—Food Sanitation (1 credit hour)—Junior/Senior only
Dual Credit:	Rend Lake College: CULA 1207—Culinary Math (1 credit hour)—Junior/Senior only

General Goals/Purposes:

Upon successful completion of this course, the student will:

- Maintain proper health and safety standards in planning, preparing, and serving food.
- Obtain his or her Food Service Sanitation Certification.
- Maximize resources when planning, preparing and serving food.
- Apply communication skills, mathematical concepts and technology to food preparation.
- Have the skills necessary to prepare and serve a dish with proper presentation and taste.
- Experience and learn about jobs in the culinary field.
- Demonstrate the personal and social responsibility skills needed to obtain and retain employment.
- Recognize, plan and arrange a variety of menus
- Understand the importance of proper nutritional balance.
- Learn various methods of food preparation for a variety of products.
- Learn to identify various products by appearance and taste
- Learn proper procedures for purchasing and receiving quality products.

Course Outline:

Units of Instruction	Unit Objectives	Standard(s)	Duration (Hours)	Methods of Instruction	Methods of Assessment	Educational Resources
<p><i>History and Careers in the Culinary Arts Industry</i></p>	<ul style="list-style-type: none"> ▪ History of culinary arts industry ▪ Careers in the food/hospitality service industry ▪ Expectation of food service employees ▪ Personal appearance and hygiene for success in the food industry. ▪ Small businesses in culinary arts 		10	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations - Computer lead self instruction - Cooperative Learning - Demonstration - Discussion - Field Experience - Group Activities - Guest speaker - Guided practice - Hands-on experience - In-class activities - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Online survey - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Reading assignments - Review questions - Role play - Rubric - Student guided practice - Student presentations - Teacher guided practice 	<ul style="list-style-type: none"> - Career Center Lab - Career Cruising program - Computer Lab - Good Samaritan Hospital - Guest Speaker - Handouts - Internet - Textbook - Video - Sous Chef software
<p><i>Food Safety and Sanitation</i></p>	<ul style="list-style-type: none"> ▪ Describe the importance of food safety ▪ Display good grooming and personal hygiene habits. ▪ Display proper cleaning and sanitizing. ▪ Identify proper disposal of waste and recycling. ▪ Describe how to control pests ▪ Describe the flow of food. ▪ Explain how to purchase and receive foods safely ▪ Display how to cook foods safely. ▪ Display how to serve foods safely. ▪ Define a food-safety system using the seven steps of HACCP. ▪ Identify fire hazards ▪ Explain how to control fires using alarms and extinguishers. ▪ Describe how to use a fire emergency plan ▪ Identify common accidents and injuries. ▪ Use basic safety guidelines to prevent accidents and injuries. ▪ Describe first aid and emergency procedures. 		40	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guest speaker - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Case Study - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral feedback - Oral presentations - Participation - PowerPoint presentation - Project activities - Quiz - Review questions - Role play - Rubric - Student guided practice - Student presentations - Student self-evaluations - Teacher guided practice - Teacher observation - Writing assignment 	<ul style="list-style-type: none"> - Computer Lab - Guest Speaker - Handouts - Internet - Posters - Textbook - Video - Sous Chef software - State of Illinois Food Service Sanitation Code

<p>Food Service Equipment</p>	<ul style="list-style-type: none"> ▪ Describe workstations and work lines ▪ Explain kitchen workflow. ▪ Describe receiving, refrigeration, and storage equipment. ▪ Identify food-preparation and cooking equipment ▪ Identify equipment for holding and serving food. 		20	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Field Experience - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Good Samaritan Hospital's commercial kitchen - Handouts - Internet - Textbook - Video - Sous Chef software
<p>Knives and Smallwares</p>	<ul style="list-style-type: none"> ▪ Identify parts of a knife. ▪ Select the appropriate knife ▪ Use knives properly. ▪ Make proper cuts. ▪ Maintain knives. ▪ Select proper hand tools and cookware for specific tasks. ▪ Demonstrate proper cleaning and sanitizing of small ware. 		20	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guest speaker - Guided practice - Hands-on experience - In-class assignments - Lecture - Project based - Reading Assignments - Research - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice - Teacher observation 	<ul style="list-style-type: none"> - Computer Lab - Guest Speaker: Nissa Nave from the RLC Culinary Program (past student) - Handouts - Internet - Textbook - Video - Sous Chef software

<p><i>Using Standardized Recipes</i></p>	<ul style="list-style-type: none"> ▪ Describe how kitchens find recipes. ▪ Explain the sections of a standardized recipe. ▪ Display proper reading of recipes. ▪ Identify proper measurement conventions and systems. ▪ Display proper measuring techniques. ▪ Scale a recipe up and down. ▪ Scale recipes by portion size. ▪ Find recipe yield based on available ingredients. ▪ Use scaled recipes. 		<p>10</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Modeling - Project based - Reading Assignments - Research - Videos - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Oral feedback - Oral presentations - Participation - Peer to peer problem solving - Project activities - Quiz - Review questions - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice - Test 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video: Kitchen Math (2005) - Sous Chef software
<p><i>Seasonings and Flavorings</i></p>	<ul style="list-style-type: none"> ▪ Explain the role of the five senses in tasting food. ▪ Identify the ways a food's flavor can change. ▪ Describe the flavor of foods. ▪ Explain why foods are seasoned. ▪ Identify and use common seasoning ingredients. ▪ Differentiate between seasoning and flavoring food. ▪ Identify and use herbs and spices ▪ Identify and use additional aromatic ingredients. ▪ Prepare and use aromatic combinations. ▪ Identify and use condiments. ▪ Identify and use nuts and seeds. 		<p>20</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice - Test 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software

<p>Getting Ready to Cook</p>	<ul style="list-style-type: none"> ▪ Define and display mise en place. ▪ Properly set up a work station. ▪ Display effective communication in the kitchen. ▪ Properly receive and give criticism in the kitchen. ▪ Use feedback effectively. ▪ Maintain courteous and professional communications. ▪ Properly present and portion foods. ▪ Control temperature for effective presentation. ▪ Use texture, colors, and shapes for effective presentation. 		20	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guest speaker - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice - Test 	<ul style="list-style-type: none"> - Computer Lab - Guest Speaker - Handouts - Internet - Textbook - Video - Sous Chef software
<p>Cooking Methods</p>	<ul style="list-style-type: none"> ▪ Describe how dry heat affects food. ▪ Identify and use a variety of dry heat methods. ▪ Determine doneness in foods prepared by dry heat methods. ▪ Describe how moist heat affects food. ▪ Identify and use a variety of moist heat and combination cooking methods. ▪ Determine doneness in foods prepared by moist heat and combination cooking methods. 		20	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Field Experience - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Observation of student - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Review questions - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software

<p><i>Ginger Bread House Project</i></p>	<ul style="list-style-type: none"> ▪ Describe where gingerbread comes from. ▪ Display how to properly create the dimensions for a gingerbread house. ▪ Identify proper items to create and decorate gingerbread houses. ▪ Work efficiently with partner. ▪ Display proper mise en place by completing in a timely manner. 		<p>10</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral feedback - Oral presentations - Participation - Peer review - Peer to peer problem solving - Project activities - Quiz - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Guest Speaker - Handouts - Internet - Video: The Joy of Gingerbread Housemaking video (1986) - Sous Chef software
<p><i>Breakfast Foods</i></p>	<ul style="list-style-type: none"> ▪ Describe how to properly select and store eggs. ▪ Prepare and serve egg dishes. ▪ Properly identify and store dairy products. ▪ Properly prepare pancakes, waffles, and French toast. ▪ Identify breakfast breads and cereals. ▪ Identify breakfast meats and potatoes. ▪ Identify hot and cold breakfast beverages. 		<p>15</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Research - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software

<p><i>Dressings and Dips</i></p>	<ul style="list-style-type: none"> ▪ Explain the garde manger station. ▪ Identify and prepare dressings and dips. ▪ Describe the purpose of salads. ▪ Prepare green salads. ▪ Use other ingredients in salads. ▪ Prepare composed salads. ▪ Describe the different types of cheeses. ▪ Cook with cheese. ▪ Identify types of cold food presentation. ▪ Identify elements in cold food presentation. ▪ Prepare centerpieces and garnishes. 		25	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Videos - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software
<p><i>Sandwiches, Appetizers, & Hors D'Oeuvres</i></p>	<ul style="list-style-type: none"> ▪ Explain the basic sandwich elements. ▪ Explain the mise en place for sandwich making. ▪ Describe the basic types of cold and hot sandwiches. ▪ Identify types of appetizers and hors d'oeuvres. ▪ Properly present appetizers and hors d'oeuvres. 		15	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Computer lead self instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Lecture - Project based - Reading Assignments - Research - Video - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software

<p><i>Fruit & Vegetables</i></p>	<ul style="list-style-type: none"> ▪ Identify types of fruit and vegetables. ▪ Properly select and store fruit and vegetables. ▪ Prepare, cook, and serve fruit and vegetables. 		<p>15</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Video - Written exercises 	<ul style="list-style-type: none"> - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Posters - Textbook - Video - Sous Chef software
<p><i>Demonstrations</i></p>	<ul style="list-style-type: none"> ▪ Student will be able to use mise en place to ▪ Demonstrate the proper preparation of a food. ▪ Student will demonstrate the use of proper food safety and sanitation. 		<p>10</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Laboratory - Multimedia and computer technology - Oral feedback - Oral presentations - Participation - Peer review - Project activities - Quiz - Role play - Rubric - Student guided practice - Student presentations - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software

<p>Grains, Legumes, & Pasta</p>	<ul style="list-style-type: none"> ▪ Explain grains and grain processing. ▪ Demonstrate proper preparation and presentation of grains. ▪ Identify legumes. ▪ Demonstrate proper preparation and presentation of legumes. ▪ Identify pasta. ▪ Demonstrate proper preparation and presentation of pasta. 		<p>20</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Videos - Written exercises 	<ul style="list-style-type: none"> - Binder - Critical thinking activity - Daily work - Demonstration - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Reading assignments - Review questions - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice - Teacher observation - Test 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software
<p>Service Skills</p>	<ul style="list-style-type: none"> ▪ Basic service skills ▪ Opening/closing ▪ Different styles of service ▪ Setting tables ▪ Welcoming guests ▪ Handling food orders ▪ Serving food ▪ Overseeing customer comfort ▪ Handling customer complaints ▪ Managing serving responsibilities ▪ Catering 		<p>10</p>	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Field Experience - Guest speaker - Guided practice - Hands-on experience - In-class assignments - Independent Study - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Guest Speaker - Handouts - Internet - Textbook - Video - Sous Chef software

<p><i>Other foods, menus and marketing</i></p>	<ul style="list-style-type: none"> ▪ Prepare a menu with all components. ▪ Use public relations to sell a food or related concept. ▪ Identify and prepare a new food. 		10	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guided practice - Hands-on experience - In-class assignments - Individual instruction - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Laboratory - Multimedia and computer technology - Observation of student - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Role play - Rubric - Student guided practice - Student presentations - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Computer Lab - Handouts - Internet - Textbook - Video - Sous Chef software
<p><i>Career Preparation</i></p>	<ul style="list-style-type: none"> ▪ Resume ▪ Cover Letter ▪ The Interview ▪ Colleges ▪ Career research 		5	<ul style="list-style-type: none"> - Activity - Assessment inventory - Audio/visual - electronic presentations for illustration - Computer lead instruction - Cooperative Learning - Demonstration - Discussion - Guest speaker - Guided practice - Hands-on experience - In-class assignments - Lecture - Project based - Reading Assignments - Research - Role play - Simulation - Videos - Written exercises 	<ul style="list-style-type: none"> - Article Review - Binder - Critical thinking activity - Daily work - Demonstration - Essay - Evaluate student work - In-class assignments - Independent reading - Journaling - Multimedia and computer technology - Online survey - Oral feedback - Oral presentations - Participation - Project activities - Quiz - Role play - Rubric - Student guided practice - Student self-evaluations - Teacher guided practice 	<ul style="list-style-type: none"> - Career Center Lab - Career Cruising program - Computer Lab - Guest Speaker - Handouts - Internet - Teacher handouts - Textbook - Various web resources - Video - Sous Chef software

Materials to be Used in the Classroom

Textbook:

- Prentice Hall: Introduction to Culinary Arts (2007)

Software:

- The Sous Chef: Culinary Arts Edition (2008)

Additional References:

- State of Illinois Food Service Sanitation Code

Last updated:

Monday, July 11, 2011

Date Approved:

Tuesday, July, 2011

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