

Curricular Strategy and Activities

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Wisconsin Model for Sex Equity in Career and Vocational Education, 1993

For educators to develop and implement sex-fair curriculum, they must be able to recognize sex-role stereotyping and bias. Educators need to devote informed attention to the goals of equity and how they can be achieved within three basic teaching-learning processes: the learning environment, teacher-student interaction patterns, and the curriculum. These basic processes should provide activities that are designed to weave equity into the fiber of each course and program. Conscious, planned, and active steps must be carefully taken to include equity-related concepts, skills, and knowledge in the curriculum at each stage of development and implementation.

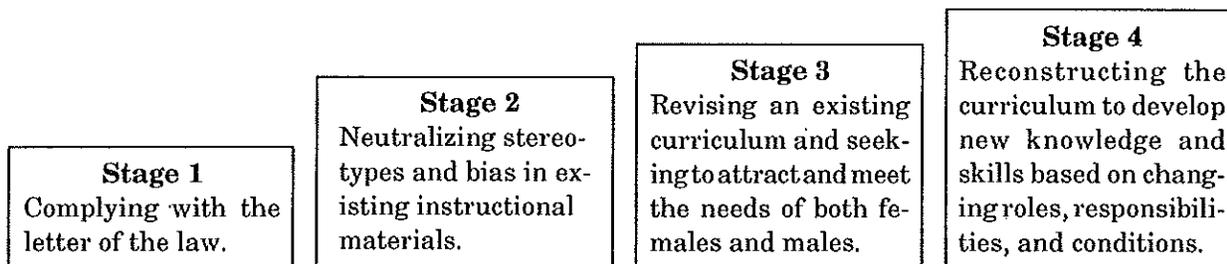
In the early 1970s, checklists provided the prime strategy for achieving equity through curriculum. (See chart on page ix.) These were designed primarily to address the goal of nondiscrimination by removing overt barriers to equitable access, treatment, and opportunity.

This model suggests a more sophisticated approach. As the curriculum is redesigned, instructional objectives and activities encompassing equity concepts need to be infused. Curriculum planners and implementers need to include student equity competencies to develop the knowledge and skills necessary for economic self-sufficiency and equal employment opportunity. Infusing equity involves more than an add-on equity unit or equity activity. It becomes an all-encompassing theme, a common thread through the curriculum process.

As educators revise, develop, and reconstruct the curriculum, it is a prime opportunity to ensure that equity issues are identified and infused in every subject area.

There are at least four stages that must be considered in an attempt to ensure that a particular curriculum supports the goals of educational equity as illustrated by Figure 18.

■ Figure 18



1. Complying with the Letter of Nondiscrimination Laws.

- Review the policies and practices of the entire school district and each staff member. Federal and state laws prohibit discrimination in admission to any course or activity and prohibit separate courses for students on the basis of sex, race, or handicap.

Investigate and change as needed any course titles and descriptions, counselor practices, effects of prerequisites on enrollments, effects of the master schedule on nontraditional exploration, and many other access-related issues.

- Review policies and procedures for *compliance*.
- Examine how policies and procedures go beyond the letter of the law to build *equitable environments*.
- Review *course descriptions* in handbooks and other publications.
- Examine the *master schedule* for impact on enrollment patterns.
- Assure that the computer program used for scheduling is not programmed to separate students by gender.

2. Neutralizing Stereotypes and Bias in Existing Instructional Materials.

- Review instructional materials, language, course objectives and activities, and vocational student organization activities to determine if they are based on, rely on, or communicate stereotypes or traditional biases that “attribute behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability” (PI 9, Wisconsin Administrative Code).

- Develop and implement guidelines for the local *selection* process to examine instructional and library media materials for sex bias, stereotyping, and discrimination (PI 9, Wisconsin Administrative Code).
- Analyze *existing books* and other instructional resources for bias.
- Monitor *take-home materials* to ensure that they contain sex-fair language.
- Share *sex-fair materials* with others.

- Use “nonexamples,” those that are stereotyped and biased to build student awareness of the equity issue.
- Analyze *student-teacher interaction patterns*.

3. Revising an Existing Curriculum and Seeking to Attract and Meet the Interests and Needs of Both Females and Males.

- Take positive and ongoing steps to identify and meet, through revision and supplementation of the curriculum, the interests and needs of students who have not traditionally enrolled in a particular course.

However, reaching out to the nontraditional student creates a troublesome paradox. To attract the nontraditional student, one needs to appeal to their interests, which frequently are based on stereotypes and bias. Without intervention and redirection, this encouragement could reinforce and perpetuate the very stereotypes and biases that equity tries to neutralize.

- Implement *recruitment strategies* aimed at nontraditional opportunities and skills that, in the past, have been considered appropriate only for traditional students.
- Provide *role models* in a variety of nontraditional occupations, including entry-level and advanced jobs.
- Review and change as needed the *classroom environment* to eliminate “one sex only” images and to promote messages that encourage participation by nontraditional students.
- Supplement the curriculum concerning the *changing roles* of males and females.
- Examine and neutralize as needed all forms of *sex bias*, especially communication/linguistic bias, by teachers and students.
- Encourage *library/media center staff* to promote books and other materials that feature people in nontraditional roles.
- Identify sources for *nonsexist materials*. Get on mailing lists for companies and organizations providing nonsexist materials.
- Promote sex fairness in *vocational student organizations*.

- Hold *joint activities* between student organizations that are dominated by one sex.
- Plan the student organization's activities so they engage the interest of both males and females.

4. Reconstructing the Curriculum to Develop New Knowledge and Skills for Students Based on Changing Roles, Responsibilities, and Conditions.

- Include new instructional objectives and activities that embrace equity concepts and goals for both male and female students. While some courses lend themselves more directly to the discussion of equity ideas, the entire program and curriculum needs to embrace and support new equity-related knowledge and skills.

Currently, few models of reconstructed curriculum exist to draw upon, so each educator must carefully examine assumptions underlying the current or projected curriculum. Consider the following questions when redesigning the curriculum.

- Has the new body of knowledge on changing roles and sex-role stereotyping been incorporated into the curriculum?
- Will the curriculum give students skills for the future, or does it reinforce the sex and occupational roles and responsibilities of a bygone era?
- Do instructional objectives facilitate critical thinking about the impact of major social and economic changes on the individual, the family, and work?
- Will students truly be prepared for the dual roles of work of the family and work in the paid labor force?
- Will both female and male students have a greater respect for traditional "women's" work?
- Will both female and male students be prepared for the work partnerships of the future business world?
- Can trust be built between the sexes, leading to greater teamwork and productivity within the home, workplace, and community?

- Will the curriculum lead to greater understanding and appreciation of both men's and women's experiences, needs, perspectives, values, and futures in the rapidly changing world of work?
- Will instructional activities lead students to broader, more flexible definitions of masculinity and femininity?
- Will students feel free to enroll in courses nontraditional for their sex and be prepared to accept and support nontraditional coworkers in the future?

Tips and Cautions

- Equity can be included informally (for example, teacher/student talks) as well as formally (for example, work sheets, assignments) in the curriculum.
- The first inclination may be to "add on" equity activities; however it is best to infuse and integrate equity into the curriculum.
- If the existing curriculum is viewed as being inflexible, teachers may perceive equity as something to be added on (one more thing to teach) rather than infused.
- While beginning efforts—such as evaluating texts for bias—often are easier, don't stop there; it is building over time that works most effectively.
- Don't rely on textbook companies that claim they have reviewed their books for bias and stereotyping. Develop and use your own criteria and/or the criteria required by your district or state.
- Be aware that some curricular areas, such as family and consumer education, naturally lend themselves to equity connections. In areas where the connection may be less clear, such as in mathematics, teachers can infuse equity by modifying their classroom examples and through equitable student-teacher interaction.
- Infusing an equity program throughout the K-12 curriculum is most effective as it is reinforced at all grade levels.
- Infusing the equity program into the curriculum is a superb opportunity to address equity and to achieve "excellence in education."
- Be aware of student employment, placement, work experience, and equity issues.

Suggested Resources

Banks, James, and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives*. Boston: Allyn and Bacon, 1989.

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1984.

This publication, considered a precareer education curriculum, provides written activities in journal style to help young men become aware of career and changing sex-role issues. It is designed to be used with *Choices* (see next entry).

_____. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1983.

This classic resource, considered a precareer education curriculum, uses journal style to heighten young women's awareness of career and changing sex-role issues.

Bingham, Mindy, and Sandy Stryker. *More Choices: A Strategic Planning Guide for Mixing Career and Family*. Santa Barbara, CA: Advocacy Press, 1987.

A continuation of *Choices*, this guide provides additional direction and planning ideas with an emphasis on managing both career and family.

Bitters, Barbara. *Equity and the Vocational Curriculum*. Madison, WI: Wisconsin Department of Public Instruction, 1987.

Describes four stages of infusing equity into the vocational education curriculum; includes a discussion on student equity competencies.

Bitters, Barbara, and Melissa Keyes. *Classroom Activities in Sex Equity for Developmental Guidance*. Madison, WI: Wisconsin Department of Public Instruction, 1988.

Byrnes, Deborah A. *Teacher, They Called Me A _____! Prejudice and Discrimination in the Classroom*. New York: Anti-Defamation League of B'nai B'rith, 1987.

Cain, Mary Alexander. *Boys and Girls Together: Nonsexist Activities for Elementary Schools*. Holmes Beach, FL: Learning Publications, 1980.

Provides 247 pages of advice and activities for nonsexist education.

"Countering Prejudiced Beliefs and Behaviors: The Role of the Social Studies Professional." *Social Education* 52.4 (April/May 1988), pp. 264-291.

(A series of articles related to the topic are included in this publication.)

Derman-Sparks, Louise. *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children, 1989.

Educational Equity Center for the Pacific. *Oceans of Options: Sex Equity Lessons for the Classroom*. San Francisco: Far West Laboratory for Educational Research and Development, 1983.

These sex-equity activities, which include bias-free career education materials, are designed for elementary school children.

Equal Goals in Occupations Project. *Rainbow, Shave Ice, Crackseed, and Other Ono Stuff: Sex Equity Goodies for the Classroom*. Honolulu, HI: Office of the State Director of Vocational Education, 1984.

These sex-equity activities, which were created from vocational equity classics, are for use in vocational education classrooms for grades 7 through 12.

Farris, Charlotte, et al. *Move On Together: Classroom Activities for Vocational Equity*. Utica, NY: Project MOVE, State University of New York, 1981.

A collection of 50 tested classroom teaching activities by occupational course; a good example of how to infuse equity into existing vocational education courses.

Gabelko, Nina Hersch, and John U. Michaelis. *Reducing Adolescent Prejudice: A Handbook*. New York: Teachers College Press, 1981.

Gassman, Roberta, and Nancy Deutsch. *Increasing Options through Life/Work Planning*. Madison, WI: Wisconsin Department of Public Instruction and Women's Education Resources, 1986.

- A life/work planning workbook based on the Bolles model for students 13 through 18 years of age. It stresses the need for both boys and girls to prepare for the dual roles of paid work and the work of the family. Used extensively by counselors, home economics teachers, and in Job Training Partnership Act (JTPA) programs.
- Gassman, Roberta, Nancy Deutsch, and Lonnie Weiss. *Maximizing Options for Students in Business*. Madison, WI: Wisconsin Department of Public Instruction and Waunakee Community Schools, 1983.
- These instructional materials for grades 9 through 12 present important and emerging issues in business education, the impact of micro-computer technology, sex equity, occupational segregation, wage inequity, and career survival and upward mobility skills.
- King, Edith. *Teaching Ethnic and Gender Awareness: Methods and Materials for the Elementary School*. Dubuque, IA: Kendall Hunt Publishing Company, 1990.
- Lewis, Barbara A. *The Kids Guide to Social Action*. Minneapolis: Free Spirit Publishing, 1991.
- Michigan Career Education and Vocational Education Resource Center. *Achieving Sex Equity Through Students (ASETS)*. East Lansing, MI: Michigan State University, 1984-85.
- After raising student and teacher awareness of sex equity in career and vocational education, this model provides a guide for teams of male and female students to work with younger students in their school.
- New York City Schools. *Children of the Rainbow: Implementing a Multicultural Kindergarten Curriculum*. New York: Board of Education of the City of New York, 1990.
- Parker, Barbara. *Nonsexist Curriculum Development: Theory into Practice*. Boulder, CO: Women's Studies Program, University of Colorado, 1984.
- This resource describes a semester-long course and includes all materials for 13 units and annotated bibliographies.
- Sadker, David. *Being a Man: A Unit of Instructional Activities on Male Role Stereotyping*. Washington, DC: The American University, 1980.
- A classic resource for middle/junior and high school students that provides classroom strategies and eight lesson plans exploring attitudes and feelings about male sex roles and stereotypes.
- Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Englewood Cliffs, NJ: Prentice Hall, 1983.
- This 271-page sourcebook is geared for elementary and middle school teachers and students.
- Shelly, Ann C., and William W. Wilen. "Sex Equity and Critical Thinking." *Social Education* 52.3 (March 1988), pp. 168-172.
- Shiman, David A. *The Prejudice Book: Activities for the Classroom*. New York: Anti-Defamation League of B'nai B'rith, 1979.
- University of New Mexico. *Choosing What's Best for You*. Albuquerque, NM: University of New Mexico, 1982.
- This student workbook provides exercises on self-image, relationships, education, and career futures. All exercises infuse equity concepts and provide students with opportunities to discuss stereotyping, male/female roles, and discrimination in school or on the job.
- Women on Words and Images. *Guidelines for Sex-Fair Vocational Educational Materials*. Washington, DC: Bureau for Occupational and Adult Education, United States Office of Education, 1978.
- This 32-page booklet provides guidelines regarding language, occupational and social roles, omissions, physical appearance, and audio and visual materials.
- The Yellow, Blue and Red Book*. Seattle, WA: Highline Public Schools, 1976.
- A collection of short-term activities developed by and for K-6 teachers to help expand students' awareness of traditional sex-role stereotyping.

Brainstorming a Curriculum Activity Using Student Equity Competencies

Directions: Have educators work alone or in groups of two. Use this work sheet and the following list of student equity-related competencies *or* the student competencies in this model (Chapter 4, Figure 13).

Steps

1. Review the list of equity competencies.
2. Select one competency that would be easy to infuse in a current course being taught.
3. Identify the course title and student level.
4. Brainstorm an activity for ten minutes.
5. Complete Sections III, IV, V, and VI of the work sheet.
6. Complete Section II, summary of the activity.
7. Have each individual or group summarize and describe its activity.

I. a. Course Title/Discipline:

b. Level (primary, elementary, middle/junior, high school, adult):

II. Summary of Activity:

III. List Equity Competencies to be Infused (include additional objectives, if any). Students will:

a.

b.

c.

d.

IV. Time Required for the Activity:

V. Procedures, Resources, and Materials Needed (outline the steps and materials needed):

a.

b.

c.

d.

e.

VI. Evaluation Strategy (how will I measure success?):

Student Equity-Related Competencies for Economic Self-Sufficiency and Equal Employment Opportunity

Student equity-related competencies are critical for the curriculum reconstruction described in the fourth stage of equity implementation. Such competencies are consistent with program improvement initiatives in vocational education and with the youth employment competencies established by Private Industry Councils (PICs) for Job Training Partnership Act (JTPA) programs.

Review the following equity-related competencies and consider how one or more of them might be included in your vocational courses and programs.

1.0 General

- 1.1 Students will define and identify strategies to overcome role stereotyping, bias, and discrimination on the basis of race, sex, and handicapping conditions.
- 1.2 Students will be able to define and give examples of “dual discrimination.”
- 1.3 Students will identify and analyze societal attitudes about men and women, sex-role stereotypes and bias, and forms of sex discrimination.
- 1.4 Students will be able to recognize and neutralize role stereotyping and bias in educational materials.
- 1.5 Students will demonstrate the use of sex-fair/inclusive language.
- 1.6 Students will develop a more positive attitude about the abilities of both sexes, all racial and ethnic groups, and the handicapped.

2.0 Work and Family

- 2.1 Students will identify the responsibilities associated with dual work roles—paid work and home and family work.
- 2.2 Both male and female students will identify changes in family structure and responsibilities and the need to develop complex family-related skills.

3.0 Labor Force Facts

- 3.1 Students will demonstrate knowledge of historical changes in the labor force participation of males and females.
- 3.2 Students will identify historical barriers to equal employment opportunity.
- 3.3 Students will demonstrate knowledge that both men and women work for pay, in great numbers, for a long time, and out of economic necessity.
- 3.4 Students will identify how role stereotyping, bias, and discrimination have contributed to occupational segregation in the U.S. labor market.
- 3.5 Students will demonstrate knowledge of how traditional women’s work has been undervalued and underpaid.

4.0 Nontraditional Occupations

- 4.1 Students will be able to define “nontraditional occupations” and will identify positive and negative aspects of employment in nontraditional careers.
- 4.2 Students will identify nontraditional jobs for females and males and the skills needed for those jobs.
- 4.3 Students will identify some of the issues that arise when women/men work in nontraditional jobs.

5.0 Career Development

- 5.1 Students will identify how sex-role stereotyping and bias may limit opportunity in planning their own future.

- 5.2 Male and female students will demonstrate awareness of the total range of career and occupational choices.
- 5.3 Students will develop career development plans based on informed choice, labor market information, assessment of interests and skills, occupational exploration, and work experience rather than on factors related to occupational stereotyping on the basis of sex, race, or handicapping conditions.
- 5.4 Both male and female students will identify how emerging technology is influencing jobs of the future.
- 5.5 Both male and female students will demonstrate experience in how to prepare for, adapt to, and influence change in the labor force.
- 5.6 Students will identify reasons that both males and females must acquire math, science, computer, and technology skills.
- 5.7 Students will identify how sex stereotyping, bias, and discrimination may affect career planning, occupational exploration and preparation, employability and job seeking, job retention and advancement, job benefits and professional development, earnings, financial planning and management, entrepreneurship.
- 5.8 Students will identify and discuss employment skills that both males and females will need to survive and thrive in the future economy. Including: participative management skills, oral and written communication skills, assertiveness skills, teamwork skills, networking skills, cooperation skills, negotiation skills, flexibility skills, adapting skills, human relations skills, interpersonal skills, leadership skills, re-careering skills, coping skills for frequent and rapid change, technological literacy skills.

Source: The Wisconsin Model for
Sex Equity in Career and
Technical Education

Forms of Bias/Quick Check*

Adapted from *A Guide to Curriculum Planning*, Madison, WI: Wisconsin Department of Public Instruction, 1985, p. 71.

	Check Below				
	Always	Often	Sometimes	Never	N/A**
Expectations. I have the same behavioral and achievement expectations for males as for females.	<input type="checkbox"/>				
Duties. I assign females and males to duties and responsibilities on the basis of ability rather than gender.	<input type="checkbox"/>				
Language. I use nonsexist language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	<input type="checkbox"/>				
Attitude. I take the idea of equality seriously; for example, I do not put down males or females or joke about their abilities, roles, or ethnic backgrounds.	<input type="checkbox"/>				
Environment. All bulletin boards and visual materials are nonsexist and nonracist, showing men and women in a variety of roles that reflect the many interests of both.	<input type="checkbox"/>				
Curriculum. I ensure that school curriculum is nonsexist; for example, I plan for a curriculum that	<input type="checkbox"/>				
a. addresses the needs and interests of both girls and boys;					
b. recognizes the contributions of both sexes;					
c. provides for the equal treatment of both sexes in all subject areas; and					
d. helps boys and girls explore the wide range of roles and career options available to them.					

Mark the continuum: _____

Actively and consistently
sex equitable

Need some
improvement

Need much
improvement

Consider your rating. List something specific you could do to help achieve sex equity in your area(s) of responsibility.

* Items adapted from surveys developed by E.I. Newcombe and published in *The Tredyffrin/Easttown Program Stage One Manual: Preparing for Change*. Washington, DC: Women's Educational Equity Act Program, U.S. Department of Education, 1979.

** N/A = Not Applicable

Checking Your Schools for Sexism

Adapted from *A Guide to Curriculum Planning*, Madison, WI: Wisconsin Department of Public Instruction, 1985, pp. 72-74.

Hidden Curriculum Checklist

Almost Always Present				Almost Never Present	Unknown	Not Applicable	
1	2	3	4	5	U	NA	
							1. Competition between male and female students—for example, spelling bees, lining up quickly, sports—is discouraged. Neither group is ever held up as an example for the other.
							2. Teachers have similar expectations for male and female students in these areas.
							a. Reading
							b. Mathematics
							c. Science
							d. Athletics
							e. Family and Consumer Education
							f. Technology Education
							g. Other
							3. a. There are the same standards for males and females with regard to swearing.
							b. There are the same standards for males and females with regard to taking risks and showing emotion.
							c. There are the same standards for males and females with regard to fighting, aggressiveness, and hitting.
							4. Punishment is fair and unbiased.
							a. It is the same for males and females for the same offenses.
							b. Contact with or proximity to the other sex is not used as a form of punishment.
							5. The teacher intervenes to reduce derogatory comments about or behaviors toward students of one sex by students of the other.
							6. Dress and appearance standards are the same for male and female students (for example, boys and girls may wear their hair as they choose).
							7. Both male and female students are encouraged to consider a broad range of choices for jobs and careers
							a. by teachers.
							b. by counselors.
							c. by other students.
							8. Tests for vocational interests are
							a. reviewed annually for bias
							b. administered fairly, and
							c. interpreted without gender bias.
							9. Similar roles for and relations with male and female parents are maintained (for example, both mothers and fathers are invited to attend conferences, be room parents, attend PTA, go on field trips).
							10. a. Students who are pregnant are treated the same as other students.
							b. Students who have children are treated the same as other students.
							c. Students who are married are treated the same as other students.

Sample Curricular Strategy Activity (continued)
Checking Your Schools for Sexism

Almost Always Present	2	3	4	Almost Never Present	Un-known	Not Applicable	
1	2	3	4	5	U	NA	
							11. All classroom and school jobs or honors are distributed evenly among male and female students.
							a. Patrol
							b. Guides
							c. Audiovisual attendants
							d. Other
							12. a. Leadership positions (for example, class and school officers) are evenly distributed among male and female students.
							b. If the positions to which students are elected are sex stereotyped, school personnel are attempting to change this.
							13. Extracurricular activities are free from sex stereotyping and bias, for example,
							a. cheerleading, pompon squads
							b. computer club
							c. debate team
							d. future career clubs
							e. interscholastic sports
							f. others
							14. a. Males and females have comparable opportunities to take part in interscholastic sports.
							b. The school provides girls and boys interscholastic sports with equitable resources, such as coaching time, equipment, facilities, and money for travel.
							15. Female and male students have equal access to facilities.
							a. playground
							b. gym
							c. restrooms
							16. Teachers present good models to students in that they work and socialize at school in sex-integrated groups.
							17. Male and female teachers have the same extra responsibilities or jobs, such as hall or playground duty.
							18. Personnel policies and practices do not discriminate on the basis of
							a. pregnancy;
							b. the need for family leave; or
							c. marital status and family unit.
							19. a. There are fair, objective criteria for employment practices.
							b. The district has an affirmative action policy for promotion fair employment practices.

Checking Your Schools for Sexism

Overt Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Applicable	
1	2	3	4	5	U	NA	
							1. Instructional materials show female and male main characters in literature with equal frequency.
							2. Instructional materials are free from stereotyped personality characteristics and activities. Girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.
							3. Instructional materials reinforce nontraditional career patterns. For example, both men and women share housework and child rearing, both are engaged in a variety of careers, men are shown in traditionally female occupations, women are shown in traditionally male occupations.
							4. a. Instructional materials recognize the contributions of women in many fields (for example, politics, science, law, social services, the arts).
							b. Women and men from many racial/ethnic groups are shown in instructional materials.
							5. Instructional materials are free from specific derogatory stereotyped sex roles (for example, the sissy boy, the dominant mother, the wicked stepmother, the tomboy who should and does turn "feminine").
							6. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices and personal characteristics.
							7. Instructional materials emphasize diverse standards of physical appearance for both men and women.
							8. Instructional materials use language free from sex bias. For example he/she is used instead of he, humans instead of men, ancestors instead of forefathers, letter carrier instead of mailman, chairperson instead of chairman.
							9. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
							10. There is a written policy for selecting bias-free instructional materials.
							11. Personnel responsible for the selection of instructional materials receive training to make bias-free decisions.
							12. a. All courses are open to males and females. No course carries the implication that it is specifically for one gender.
							b. Faculty members encourage both male and female enrollment in courses that traditionally have been taken by students of only one gender.
							13. Activities <i>within</i> courses are open to both males and females and both are encouraged to become proficient.
							14. Gender is not used as a criterion to separate students.

Evaluation of Sex-Fair Language Usage

Adapted from *A Guide to Curriculum Planning in Technology Education*, Madison, WI: Wisconsin Department of Public Instruction, 1988, p. 129.

Directions: Using this checklist, assess the degree to which your personal language usage is sex fair. Also use this checklist to assess the sex fairness of language in instructional materials.

	Yes	No
1. Are both pronouns (<i>she/he</i> and <i>him/her</i>) or plural pronouns used whenever sex is unspecified?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do pronouns and their antecedents apply to both sexes when general references are made to careers and occupations ("A computer programmer is a skilled person. He/she is required to perform a number of tasks.")?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are universal male terms avoided when the career or occupation is meant to include both sexes (sales <i>agent</i> instead of <i>salesman</i> , <i>businessperson</i> instead of <i>businessman</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
4. When referring to both sexes, are the female and male terms used alternately throughout the text (<i>girls and boys</i> , <i>he/she</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you avoid unnecessary clarification when men and women hold nontraditional jobs (" <i>male</i> secretary," " <i>woman</i> business owner")?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are occupational titles that use "man" as the suffix avoided (<i>chairman</i> , <i>businessman</i> , <i>salesman</i>)?	<input type="checkbox"/>	<input type="checkbox"/>
7. Are parallel terms used in referring to females and males ("Dr. Jones and Ms. Smith" rather than "Dr. Jones and Nancy")?	<input type="checkbox"/>	<input type="checkbox"/>
8. Do the words "women" and "female" replace demeaning synonyms, such as <i>girls</i> (in reference to adults), <i>fair sex</i> , <i>chicks</i> , or <i>ladies</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
9. Are women described in terms of their appearance or marital status, while men are described in terms of accomplishments or titles?	<input type="checkbox"/>	<input type="checkbox"/>
10. Are women consistently presented as either dependent on or subordinate to men?	<input type="checkbox"/>	<input type="checkbox"/>
11. Do materials use sex-fair language but slip into the use of the generic <i>he</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Are quotations, references, and supplemental study materials authored by women as well as men?	<input type="checkbox"/>	<input type="checkbox"/>

Sex Equity in Curriculum Materials

Adapted from *A Guide to Curriculum Planning in Technology Education*, Madison, WI: Wisconsin Department of Public Instruction, 1988, p. 124-125.

Directions: Use this checklist to determine the degree to which sex bias is present in curriculum materials. These questions apply to the language and visuals used in both print and nonprint materials. If you answer "no" in any category, the material is biased; you should replace the material if possible or develop handouts to supplement the material and discuss the bias with your students. Before purchasing new material, use this checklist to determine the appropriateness of the purchase.

	Yes	No	N/A*
1. Are occupations shown open to all?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are sex-free titles used, as indicated in the current <i>Dictionary of Occupational Titles</i> ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are females and males depicted in occupations currently dominated by the other sex (nontraditional occupations)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are females and males portrayed in both active and passive roles throughout in approximately the same numbers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are various races and ethnic groups presented throughout in a balanced or representative fashion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are females and males shown to have all human traits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do females and males appear in approximately the same number throughout the materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are females and males pictured performing a variety of home tasks that are not necessarily traditional for their sex?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are gender-free, plural pronouns used? Is there an equal balance of gender-specific, singular pronouns? Are gender-free nouns substituted for gender-specific pronouns?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are both minority and nonminority females and males pictured equally in varied levels of occupational status and responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do illustrations of people include a variety of body types along with evidence of handicaps/disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is written reference made to physical appearance only when there is a legitimate purpose for the reference?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. After reviewing this material, do you come away with a sense that females and males of various ethnic and racial backgrounds, some with handicaps, are involved in a variety of occupations, with a variety of responsibilities, and that opportunities are not limited on the basis of gender, race, or handicaps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Comments/recommendations			

* N/A = Not Applicable