Sociology of Education A Systematic Analysis 8th edition Ballantine Test Bank

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Problemset Title Chapter 2 Quiz

Introductory Text

Question 1

How can a society's culture cause conflict in education?

Type: Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Each group within the society has different interests.	Correct	
Some parts of the society may not educate their children.	Incorrect	
Each group within the society keeps children in school for varying lengths of time.	Incorrect	
Some parts of the society may not have sufficient funds to teach their values.	Incorrect	

Question 2

How are processes different from structure in the educational system?

Type: Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Processes are constantly changing, while structure remains the same.	Correct	
Processes revolve around the teachers, while structure revolves around the students.	Incorrect	
People can affect processes, while they cannot affect structure.	Incorrect	
People are unimportant to processes, while they are fundamental to structure.	Incorrect	

Question 3

Why do some conflict theorists disagree with formal education for very young children?

Type: Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
It is biased toward certain groups.	Correct	
Children can learn more in the home setting.	Incorrect	
Lower-income families cannot afford to send their children to these programs.	Incorrect	
The government does not include all groups in its early education programs.	Incorrect	

Question 4

Why can disadvantaged children benefit from early education programs?

Type: Multiple Choice

Hint:

Feedback for all incorrect answers:

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Answer	Graded As	Feedback
They can start on a level playing field with their higher socioeconomic counterparts.	Correct	
They can have social interaction with children from many different economic levels.	Incorrect	
They can begin elementary school earlier than children who do not attend these programs.	Incorrect	
They can help their families to earn extra income sooner.	Incorrect	

Question 5

Why do some people argue that the use of textbooks in classrooms should be abandoned in lieu of technology?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Technology has the ability keep students informed with relevant information.	Correct	
Textbooks are more prone to damage and are expensive to replace.	Incorrect	
Textbooks cannot work in tandem with advances in technology.	Incorrect	
Technology is always a more valid and reliable resource.	Incorrect	

Question 6

In what way does the "distraction hypothesis" explain students' short attention spans in school?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Children are used to the constant entertainment on TV and do not have the tolerance for the down times in the classroom.	Correct	
Children tend to "tune out" during commercials on TV and therefore can only pay attention for small bursts of time in the classroom.	Incorrect	
Children watch undesirable behaviors on TV and then these behaviors translate into the school setting.	Incorrect	
Children at home are isolated by the TV and therefore lack social skills in the school setting.	Incorrect	

Question 7

How have some groups been successful in changing children's television?

Hint:

Type:
Multiple Choice

Feedback for all incorrect answers:

Answer	Graded As	Feedback
By regulating the amount of advertising during programs aimed toward children.	Correct	
By controlling the types of advertisements that are shown	Incorrect	

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	during children's programs.	
	By creating programs that both children and adults can enjoy together.	Incorrect
	By allowing schools to show television programs during the school day.	Incorrect

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Question 8

What are the two greatest contributing factors to adults with "Below Basic" literacy skills?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Did not graduate from high school and no English was spoken before starting school.	Correct	
No English spoken before starting school and the individual is a Hispanic adult.	Incorrect	
Did not graduate high school and the individual is aged 65+.	Incorrect	
No English spoken before starting school and the individual is a Black adult.	Incorrect	

Question 9

What is one reason that student achievement is beginning to reach levels not seen since the mid-twentieth century?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Teacher education focuses on specialization rather than generality.	Correct	
The divide between socioeconomic classes is closing.	Incorrect	
Literacy is being taught at a younger age.	Incorrect	
Math and science have moved to the forefront of educational concerns.	Incorrect	

Question 10

What was John Dewey's contribution to education?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
He incorporated the needs and interests of the child.	Correct	
He designed curricula around societal influences.	Incorrect	
He focused on discipline as a means toward success.	Incorrect	
He used test scores as a measure of progress.	Incorrect	

Question 11

Why is it difficult to transmit some values of culture in a particular society in schools?

Type:

Hint:

Feedback for all

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Multiple Choice

incorrect answers:

Answer	Graded As	Feedback
They are controversial.	Correct	
They are poorly understood.	Incorrect	
They vary among individuals.	Incorrect	
They lack proper funding.	Incorrect	

Question 12

What is one way separation of church and state has proven to be controversial in the school setting?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
The teaching of evolution.	Correct	
The questioning of student morals.	Incorrect	
The application of court cases to students' rights.	Incorrect	
The determination of who is eligible for at-risk programs.	Incorrect	

Question 13

How did the increase of AIDS cases change the educational system?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
It introduced a new controversy as to what a school's responsibility is.	Correct	
It caused students to become more aware of health issues.	Incorrect	
It disregarded previous cases that had set precedent for classroom curriculum.	Incorrect	
It redirected parental concerns about what is taught to their children.	Incorrect	

Question 14

According to some experts, why is standardized testing a source of controversy?

Type:
Multiple Choice

Hint:

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Questions are unfair to certain sectors of society.	Correct	
Questions are outdated and irrelevant.	Incorrect	
It tests only one facet of intelligence.	Incorrect	
It tests the ability to answer questions.	Incorrect	

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Question 15 Why does standardized teaching negatively affect lesson planning for teachers?

Hint:

Type:
Multiple Choice

Feedback for all incorrect answers:

Answer	Graded As	Feedback
Teachers "teach to the test" and have little flexibility.	Correct	
Teachers have a concrete foundation on which to base their plans.	Incorrect	
Teachers have a difficult time receiving feedback from more experienced teachers.	Incorrect	
Teachers need more funding to appropriately plan and reach all the students in their classes.	Incorrect	

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Chapter 2
Conflicting Functions and Processes in Education: What Makes the System Work?

Multiple Choice Questions:

1. The large school systems in Texas and California influence textbook content nationwide in K-12 public schools because:

A. these large states have power because of huge state-wide textbook adoptions.
B. their state school boards select textbooks for the whole state.
C. textbook companies need these large adoptions to be competitive.
D. what they demand as large states influences textbook content nationwide.
E. all of the above

p. 45

2. Which of the following is <u>not</u> listed in the text as a basic function of education?

A. socialization.
B. social control.
C. selecting, training, and placement.
D. change and innovation.
E. guarantee of equal life chances.

pp. 46–47

3. Unanticipated consequences of educational functions include:

A. testing students for academic placement.
B. school-sponsored extra curricular sports activities.
C. reliance of schools on textbook companies.
D. development of a youth subculture.
E. All of the above are unanticipated consequences.

p. 48

4. Which of the following would <u>not</u> be considered an example of "process" in education?

A. teaching discipline.
B. socialization.
C. the structure of roles within the organization.
D. learning communication skills.
E. decision making within a peer group.

p. 48

5. Which of the following is a true statement concerning socialization?

A. The family is the primary context for initial childhood socialization.
B. Socialization ends when a person finishes his/her formal schooling (e.g., graduation from college).
C. Socialization is formal and planned, not informal and unplanned.
D. Socialization is a one-way process where children learn from adults, but adults are not socialized by children.
E. none of the above.
p. 49

6. Which of the following is true of the U.S. Head Start program?
A. It has received adequate funding at a level necessary to serve all those who are eligible.
B. It assumes that educational differences between groups can never be eliminated.
C. It assumes that early intervention can reduce educational disadvantages of children living in poverty.
D. It assumes that education differences between groups can be completely eliminated.
E. none of the above.
pp. 49–51

7. Research on the effects of Head Start suggests which of the following?
A. Follow-up enrichment programs generally reduce the effectiveness of Head Start.
B. **Preschool interventions can mediate family and peer influences.**
C. Poor and minority children derive no significant benefit from Head Start.
D. High school gives all children a boost in secondary school achievement.
E. none of the above.
pp. 49–51

8. Longitudinal research on participation in Head Start programs suggests that:
A. the long-term effects on children are negative.
B. **generally the Head Start children who are now in high school are ahead of peers who did not attend the program.**
C. achievement orientation, IQ test scores, and dropout rates are virtually the same for those who attended Head Start and peers who did not.
D. there is less grade repetition and need for special education in later years.
E. all of the above.
pp. 49–51

9. Which of the following is true with respect to early childhood education?

A. Even if a family is eligible for enrolling a child in Head Start, there is no guarantee that the child will have access to the program.
B. Early childhood education can provide children with valuable learning experiences that go beyond those received at home.
C. Preschool enrichment programs such as Head Start are of reduced effectiveness when there is a lack of follow-through experiences after completing the program.
D. Preschool experiences help brain development of at-risk children.
E. all of the above.
p. 49

10. All of the following are results of early childhood education (day care, etc.) research except:
A. there are nearly always negative results of removing children from their homes for day care at a young age.
B. high-quality day care has no harmful effects on the children studied.
C. parents are not always the most capable handlers of children.
D. a larger percentage of children attending Head Start will enter school prepared.
E. preschool enrichment programs are generally beneficial in preparing for school.
p. 49

11. The "digital divide" between rich and poor countries is:
A. increasing.
B. decreasing.
C. leveling out with poor countries catching up to rich countries.
D. split with elites in poor countries ahead of rich countries while poor have no access.
E. caused by different requirements for infrastructure for technologies.
p. 79

12. Computer technology in schools:
A. generally has a positive impact on student achievement.
B. distracts from the main educational goals.
C. has increased the digital divide.
D. is not being used effectively.
E. none of the above
p. 79

13. What is a finding on the impact of TV on socialization and learning?
A. Parents who watch a limited amount of TV set a positive model for their children.

B. Parents' involvement in children's TV watching impacts the effects of TV.
C. Educational TV such as *Sesame Street* can have positive outcomes.
D. There is less inappropriate advertising due to lobbying groups.
E. all of the above.
p. 51

14. Which of the following is true with respect to illiteracy?
A. Approximately 27 million Americans are functionally illiterate, and 47 million more cannot read very well.
B. About one in five college freshmen are in remedial writing courses, and one in four in remedial math.
C. Scientific illiteracy appears to be widespread among the high school students in the United States.
D. The amount of illiteracy in the world is decreasing; literacy is increasing.
E. **all of the above.**
pp. 53–54

15. What factor(s) affect math and science educational achievement?
A. special programs for women and minorities.
B. promises of free college education for those excelling in math and sciences.
C. broadening the curriculum and reducing teacher specializations.
D. equalizing minority-majority students' test scores.
E. all of the above.
p. 54

16. Which of the following educational forces is likely to have an impact on what is taught in schools?
A. local, state, and federal regulations that require specific kinds of course credits for graduation.
B. Educational Testing Service achievement tests for different grade levels and for college entrance.
C. colleges of education that train new teachers in curriculum development and socialize them using particular educational philosophies.
D. competition between countries of the world on international tests.
E. all of the above.
p. 61

17. Drug education programs that seem to have the most success with students exhibit all but which of the following elements?
A. Help is offered to students who are in trouble.
B. Programming begins in the early grades, even as early as kindergarten.

C. Programming relies heavily on scare tactics to discourage drug use.
D. Programming involves the larger community, not just the schools.
E. Programming helps students to resist peer pressure.
pp. 62–63

18. What are trends in sex and drug education?
A. Many parents and communities are demanding greater involvement by schools.
B. A growing number of parents' groups object to schools teaching their children about sex and drugs.
C. Children receive sex and drug education and information from multiple sources.
D. Abstinence-only programs are gaining adherents in schools.
E. none of the above.
p. 62–63

19. According to the text, which of the following is <u>not</u> associated with successful drug education programs in school?
A. programming that begins early, even as early as kindergarten.
B. programming that uses peers as educators and helpers.
C. programming that emphasizes the development of life skills.
D. programming that relates to children's concerns and needs.
E. **All of the above are associated with successful programs**.
pp. 62–63

20. Conflicts associated with the process of educational decision making:
A. inevitably arise because what is taught reflects both forces within <u>and</u> outside the school.
B. are reflected in contradictory educational philosophies (e.g., back to basics vs. open classrooms).
C. are reflected in power struggles over <u>who</u> should decide curriculum content.
D. show frustration of disenfranchised groups.
E. **all of the above.**
p. 61

21. What is a major reason some groups want to ban books?
A. They represent the struggle to regain status and power over their children's education.
B. They illustrate religious concerns over content presented to children.
C. They represent a battle over political control of schools.
D. They show the conflicts between different interest groups, each trying to influence schools.

E. All of the above are reasons.
p. 65

22. According to your text, the biggest crisis in American schooling is:
A. the dramatic drop in achievement test scores.
B. the increasing number of dropouts from high school.
C. erosion of moral authority.
D. turf wars on school property.
E. none of the above
p. 66

23. What is not true concerning discipline in school?
A. It is a central concern for both parents and teachers, according to polls.
B. It reflects power struggles between students and adults.
C. Corporal (physical) punishment has been strictly forbidden by the Supreme Court.
D. Parents have the right to reject physical punishment of their children in schools.
E. All of the above are true.
pp. 67–68

24. Some alternative techniques discussed for dealing with school problems include all but which of the following:
A. single-sex classes.
B. forced parental involvement.
C. mandatory after school programs and year-round schooling.
D. alternative and charter schools.
E. smaller schools.
p. 71

25. What is true of "intelligence"?
A. It refers to the intelligence quotient measured by a test.
B. It is impossible to define and measure.
C. Intelligence varies by society and ethnic group.
D. There are multiple intelligences.
E. Intelligence is learned.
pp. 73–74

26. According to the text, IQ test scores:
A. are a true measure of human intelligence.
B. **are subject to various interpretations because there are conflicting definitions of intelligence.**
C. are free of racial, class, and gender bias.
D. are the best measure for tracking students.

E. none of the above.
pp. 73–74

True/False Questions:

1. The legal function of schools is to teach subject areas of language, math, science, and history. (F) pp. 46–47

2. According to conflict theorists, schools reproduce social classes. (T) pp. 46–47

3. Even with the expansion of Head Start funds, less than half of all eligible children from impoverished homes participate in the program. (T) pp. 49–51

4. A fundamental characteristic of schooling as a social system is that schools are insulated from the controversies that occur in the economic, political, religious, and cultural spheres of the larger society. (F) p. 46

5. Because of increased stress on accountability of schools and declining test scores in the United States, more emphasis is being put on math and science. (T) p. 54

6. Transmission of values in school is a straightforward process that clearly reflects the homogeneous viewpoints of a homogeneous society. (F) pp. 55–56

7. Despite its controversial nature, sex education in schools—especially education about sexually transmitted diseases—is likely to remain an area of emphasis because of the high number of sexually active teenagers. (T) pp. 62-63

8. The vast majority of adults in the United States are strongly opposed to school-based sexuality education. (F) p. 63

9. The U.S. Supreme Court has ruled that school boards have the right to remove controversial books from school libraries if board members dislike the ideas contained in those books. (F) p. 66

10. Controversies about curriculum content and library books reflect biases on the part of some individuals and groups. (F) pp. 65–66

11. Social scientists have been able to develop unequivocal and accurate measures of human intellectual capacity. (F) pp. 73–74

12. Both federal and state law requires schools in various districts to provide all students equal access to computer technologies and the Internet. (F) pp. 78–79

Essay and Discussion Questions:

1. Who determines K-12 textbook content and why?

2. Explain the relationship between structure and "process" in education. Use two processes as examples.

3. Discuss the possible advantages and disadvantages of early childhood education as a part of the public school system. Which groups are most and least favorably inclined toward public preschools? Why?

4. Discuss some of the current conflicts between governmental, religious, and educational forces concerning curriculum control. What contributions do functionalism and conflict theory make to our understanding of these conflicts?

5. What kinds of follow-up educational programming are necessary to enhance the effectiveness of preschool enrichment programs such as Head Start? How long into a student's educational career should such enrichment programming extend?

6. Discuss the controversy over who holds the decision-making power in the process of "cultural transmission."

7. Discuss how the socialization experience of students in the same school can vary by social class, gender, race, ethnicity, or family background.

8. Discuss the issue of whether or not educational attainment is determined primarily by the ascribed or the achieved characteristics of students.

9. Identify the major risk factors confronting children as they enter school. Select one such risk factor (e.g., poverty) and discuss what schools can and should do to reduce its negative impact on a child's education.

10. Discuss the advantages and disadvantages of television viewing among children in terms of its impact on school performance.

11. Discuss the pros and cons of integrating new technologies into classrooms.

12. What are the reasons for the apparent low priority given to civic values among U.S. teenagers? What can and should schools do to foster healthy citizenship?

13. Should schools allow Channel One into classrooms? Explain.

14. Discuss the educational benefits and limitations of Channel One (10 minutes of news and 2 minutes of commercials) as part of the daily curriculum in schools.

15. Are young people today becoming "culturally illiterate," or are they simply literate in aspects of youth culture that differ significantly from those of older generations? In what aspects of culture should people be literate?

16. Nine out of ten children who start first grade in the bottom reading group stay there throughout elementary school. Discuss the reasons why this pattern occurs and suggest ways that schools might reduce this problem.

17. Dewey's "progressive education" argues in favor of a curriculum that is experientially relevant to students. What could be done in our public schools to make math and science curriculum more experientially relevant to students from various backgrounds?

18. Debate the question of whether "multicultural education" is at odds with teaching a basic core curriculum, including teaching "Western civilization."

19. Although one of the functions of education is the transmission of culture, culture is not necessarily monolithic or uniform. Diverse groups within society vary in forms of cultural expression. Discuss the issue of "multiculturalism" in education as it affects curricula. How much emphasis should public schools place on "Eurocentric," "Afrocentric," or other forms of cultural diversity in the curriculum?

20. Using data presented in the text, discuss the rationale for comprehensive sex education in schools. What should be the emphasis

of such education? At what grade level is it appropriate to begin sex education?

21. Who, if anyone, should have the right to censor school textbooks? On what basis should books be selected?

22. Debate the "politics of lifestyle" as reflected in recent textbook controversies. Who should have the right to determine the content of what is published in textbooks and which textbooks students read?

23. What factors contribute to drug and alcohol abuse among adolescents? How does the "peer culture" contribute to substance abuse? What could schools do to be more effective in reducing substance abuse among teenagers?

24. Discuss the use of metal detectors, locker searches, and a tough expulsion policy to control drug use and violence in our schools. What types of school interventions are most and least effective in making schools safe and drug free?

25. Using sociological concepts, explain why there has been an increase in serious violence and peer victimization among teenagers. What could schools do to be more effective in reducing this violence?

26. Discuss the advantages and disadvantages of suspension as a school response to student acts of violence or possession of weapons.

27. Define human "intelligence" and discuss the question of "nature vs. nurture" in understanding the basis of intelligence. What could schools do to create intelligence in students?

28. Discuss whether there exists a "technological gender gap" and the reasons for it. What should schools do to overcome such a gap?

29. Teachers often complain that their students—the television generation—expect to be entertained in school or they are "turned off." Is there truth to this complaint? How might television viewing among students influence their expectations about how
teachers should teach?

30. What are the likely positive and negative outcomes of Internet usage on children?
Should schools and parents seek to control Internet usage among children?

31. The textbook claims that an alarming number of entering college freshmen are unprepared for college-level work. Remedial classes in reading, writing, and mathematics are common. What are the reasons for the poor preparation of college students? Should colleges invest resources in remedial programs?

32. Discuss the meaning of "academic freedom" in schools and colleges. Should there be restrictions placed on the academic freedom of teachers? Explain.

33. Is "multicultural education" necessarily at odds with "teaching basics"? What are the arguments for and against multicultural education?

34. Should schools conduct random drug tests for teachers and selected students (e.g., athletics)? Explain.

35. If students were to design an effective drug and alcohol education program in school, what would it look like? How would it differ from programs such as D.A.R.E.?

36. Suppose you were a school superintendent confronting a school board that insisted the district schools teach creationism. How would you address the public relations issues raised by the school board's demand?