



Michigan
TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

12 Sociology



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Foundations: Prerequisite Concepts and Skills	20%
Individuals, Groups, and Social Interaction	20%
Social Organization	16%
Social Stratification and Change	20%
U.S. Social Problems	24%

FOUNDATIONS: PREREQUISITE CONCEPTS AND SKILLS

Identify sociological terms, concepts, and theories.

Includes characteristics of the sociological perspective; sociological terms and concepts; and major sociological theories and theorists.

Understand research techniques used by sociologists.

Includes types and characteristics of sociological research techniques; and appropriate techniques for various sociological research needs.

Understand characteristics, objectives, and issues in contemporary U.S. sociology.

Includes identification of major characteristics, objectives, and issues in contemporary U.S. sociology.

Apply procedures for locating and gathering social science information.

Includes note-taking skills; and the identification and application of appropriate reference sources.

Apply procedures for translating, synthesizing, and organizing social science information.

Includes the interpretation and synthesis of information in written and graphic form; and the categorization and sequencing of data.

Apply analytical thinking skills to social science.

Includes drawing conclusions from stated information; evaluating sources of information; and assessing the validity of conclusions.

Apply problem-solving and research skills to social science.

Includes topics and thesis statements; problem-solving steps; and research methods or models for solving problems.

INDIVIDUALS, GROUPS, AND SOCIAL INTERACTION

Understand socialization processes.

Includes agents of socialization; socialization processes; types, characteristics, and goals of socialization at various stages of the life cycle; and the relationship between socialization and gender roles.

Understand the relationship between culture and personality.

Includes social factors that contribute to the development of personality and self-image; and the effects of culture on personality.

Understand the formation of individual values, beliefs, and attitudes.

Includes the formation of values, norms, beliefs, and attitudes, and their relationship to social, cultural, and economic factors.

Understand theories and consequences of deviance, and methods of social control.

Includes theories of deviance; individual and social consequences of deviance; and agents and methods of social control.

Identify types and functions of groups.

Includes characteristics of various types of groups, group structures, and group functions.

Understand group processes.

Includes processes and interactions that occur within and between groups.

Understand types of communication, their functions, and their significance.

Includes types, characteristics, and functions of verbal, nonverbal, and symbolic communication; the development and significance of mass media; and the functions, applications, and significance of propaganda.

SOCIAL ORGANIZATION**Understand the determination and implications of social status in various kinds of societies.**

Includes types and characteristics of status; factors that determine an individual's status; and the effects of various status designations on the individual.

Understand the formation and acquisition of roles in various kinds of societies.

Includes factors that determine roles; role types and numbers; and the consequences of multiple roles on the individual.

Understand kinship, marriage, and family systems.

Includes types, characteristics, roles, and functions related to various kinship, marriage, and family systems.

Understand types of political systems.

Includes types and characteristics of various political systems; power and authority in various political systems; the functions of government; and the basic rights and responsibilities of U.S. citizens in relation to citizens of other political systems.

Understand types of economic systems.

Includes types, characteristics, bases, functions, and goals of traditional and contemporary economic systems.

Understand educational systems.

Includes the structure, function, and role of education; and the relationship of education to other social institutions.

Understand religious institutions.

Includes the structure, function, and role of religious institutions; and the relationship of religious institutions to other social institutions.

SOCIAL STRATIFICATION AND CHANGE

Understand socioeconomic stratification and class in contemporary society.

Includes forms of inequality and their bases, characteristics, effects, and significance; and factors contributing to class inequality.

Analyze racial and ethnic stratification in contemporary society.

Includes factors, effects, and significance of racial and ethnic stratification.

Analyze gender and age stratification in contemporary society.

Includes factors, effects, and significance of age and gender stratification.

Analyze social mobility in contemporary societies.

Includes channels and determinants of social mobility; factors that facilitate and inhibit social mobility; and the implications of social mobility trends.

Understand culture and cultural variation.

Includes components of culture; sources and explanations of cultural variation; and factors that promote or inhibit cultural variation.

Understand social continuity and change.

Includes sources, processes, and mechanisms of social integration, continuity, conflict, and change.

Understand urbanization and industrialization.

Includes effects of and societal factors contributing to urbanization and industrialization; and the effects of modernization on individuals, families, and communities.

Understand types of social movements, their origins, and their impact.

Includes types, functions, characteristics, methods, and goals of social movements; and factors contributing to social movements and revolutions.

U.S. SOCIAL PROBLEMS

Analyze the issues concerning race and ethnic relations in the United States.

Includes concepts related to race and ethnic relations; and factors involved in the origin and continuation of racism and prejudice.

Understand issues related to the achievement of equal rights in the United States.

Includes barriers to achievement; examples of institutional discrimination; and channels for gaining equal rights.

Analyze poverty and the social welfare system in the United States.

Includes contributing factors and effects of urban and rural poverty; and the major characteristics, goals, programs, benefits, and limitations of the U.S. social welfare system.

Understand crime and the criminal justice system in the United States.

Includes types and characteristics of crime, and their trends; factors that promote crime; and components, characteristics, goals, and current issues in criminal justice.

Understand contemporary ecological issues in the United States.

Includes major terms and concepts; ecological problems and their relationships to society; and intervention methods for ecological problems, their social costs, and their benefits.

Understand U.S. population trends and processes.

Includes trends, processes, characteristics, costs, and benefits of various approaches to population growth.

Analyze urban problems in the United States.

Includes urban trends and problems; contributing factors and effects of urban problems; and methods for alleviating urban problems.

Understand issues related to aging in the United States.

Includes trends in U.S. health and longevity, and their social implications; and contributing factors and effects of problems related to aging.

Understand issues related to health care in the United States.

Includes types and characteristics of health institutions; and trends and problems in the provision of health services.

Understand contemporary family life in the United States.

Includes trends in family formation and dissolution; characteristics, factors, and effects of changing family structures and roles; and the effects of and social factors contributing to family dissolution trends.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. The civil rights movement and other related developments of the 1960s most influenced the study of sociology in the United States by:
 - A. focusing attention on the role social relations play in shaping individual behavior.
 - B. providing the impetus for the creation of innovative research methodologies.
 - C. encouraging research designed to improve contemporary social life.
 - D. renewing interest in structural-functional interpretation of social interaction.
2. Which of the following best explains why the family is a less significant agent of socialization in contemporary U.S. society than it was a half-century ago?
 - A. Many children spend a large amount of time watching television while both parents work.
 - B. Training for many occupations in today's economic world occurs at the workplace.
 - C. Peer group influences on child behavior have increased markedly in recent years.
 - D. Most schools today are bureaucratic institutions managed by trained professionals with little parental input.
3. The internalization of norms plays an important role in maintaining social order and removing barriers to cooperation by enabling individuals to:
 - A. integrate different types of social experiences into a coherent world view.
 - B. replace primary-group socializing agents with secondary-group agents.
 - C. develop abstract ideas about the ways people interact with each other.
 - D. anticipate how other people will interpret and respond to their actions.
4. Role strain is most likely to occur in which of the following situations?
 - A. A police officer is expected to apprehend lawbreakers and promote intergroup harmony in a community.
 - B. A factory manager is expected to increase worker productivity and maintain good relations with employees.
 - C. A physicist is expected to secure research grants and make original contributions to scientific knowledge.
 - D. A college football coach is expected to win games and develop a competitive attitude among players.

5. Which of the following is the best example of a belief system that has served as a functional equivalent of religion?

- A. the Enlightenment doctrine of natural rights
- B. the American belief in equality of opportunity
- C. the social Darwinian notion of the survival of the fittest
- D. the Marxist conception of a classless society

6. Which of the following most accurately describes how socioeconomic stratification affects different social groups in contemporary U.S. society?

- A. The higher one's social class, the greater the likelihood a person will suffer from psychological distress.
- B. A decline in national affluence is likely to have a more negative effect on high-income groups than on low-income groups.
- C. The lower one's social class, the shorter a person's life expectancy is likely to be.
- D. An increase in national wealth is likely to benefit low-income groups more than it does high-income groups.

7. Which of the following best matches a stage in the life cycle of social movements with a distinguishing characteristic of that stage?

- A. Preliminary stage: Leaders frame demands in moderate terms in order to mobilize support for the movement.
- B. Popular stage: Decision making is divided among different bodies within the movement.
- C. Formal organization stage: Ideologies are formulated to give the movement unity and direction.
- D. Institutional stage: Leadership by strategists gives way to leadership by reformers and prophets.

8. Conflict theorists would most likely cite which of the following as evidence to support their view of how the criminal justice system operates?

- A. Although imprisonment rates have increased dramatically in the United States in recent years, the majority of convicted lawbreakers are either on probation or parole.
- B. Where low-status people convicted of property crimes often receive prison sentences, high-status people convicted of such offenses as fraud are generally treated more leniently.
- C. The results of self-report studies, in which individuals were asked to provide details of crimes they had committed, suggest that more than 90 percent of U.S. citizens have broken the law.
- D. Although plea bargaining enables legal authorities to save time and money, it sometimes allows people convicted of serious offenses to obtain their freedom in less than a year.

9. The aging of the generation born immediately after World War II in the United States has caused greatest concern about which of the following?

- A. the population density of retirement communities
- B. the productivity of the labor force
- C. the adequacy of current funding for medical research
- D. the future viability of the Social Security system

10. The growing emphasis on self-fulfillment in U.S. culture during the past several decades is most responsible for which of the following trends in contemporary family life?

- A. an increase in the percentage of adults living with their parents
- B. an increase in the percentage of unmarried couples living together
- C. an increase in the percentage of childless couples
- D. an increase in the percentage of extended families living in one household

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Understand characteristics, objectives, and issues in contemporary U.S. sociology.
2.	A	Understand socialization processes.
3.	D	Understand the formation of individual values, beliefs, and attitudes.
4.	B	Understand the formation and acquisition of roles in various kinds of societies.
5.	D	Understand religious institutions.
6.	C	Understand socioeconomic stratification and class in contemporary society.
7.	C	Understand types of social movements, their origins, and their impact.
8.	B	Understand crime and the criminal justice system in the United States.
9.	D	Understand issues related to aging in the United States.
10.	C	Understand contemporary family life in the United States.