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Chapter 02
Biological Beginnings

Multiple Choice Questions

1. *(p. 49)* As the environment changes, some species adapt in a way that helps them survive and reproduce, while other species do not adapt well and die. This process is called
A. canalization.
B. sociobiology.
C. natural selection.
D. genetic inheritance.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Natural Selection

2. *(p. 49)* Natural selection favors individuals of a species that are best able to _____ and _____.
A. survive; reproduce
B. find food; hide
C. survive change; adapt
D. change; adapt

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Natural Selection

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3. *(p. 49)* Evolutionary psychology holds that
A. natural selection does not ring true for personality characteristics.
B. natural selection favors certain behaviors as well as physical characteristics.
C. biological evolution explains why humans live well beyond child-bearing years.
D. only physical development is stage-like in process.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

4. *(p. 49)* Natural selection operates primarily on characteristics that are tied to
A. group social interaction.
B. psychological wellness.
C. reproductive fitness.
D. developmental plasticity.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Natural Selection

5. *(p. 49-50)* Which of the following statements describes the main idea of David Buss' theory?
A. It is not useful to compare human social behavior with social behavior in other species.
B. Evolutionary processes can influence behavior as well as physical features.
C. Behavior is determined by the environmental consequences it brings about.
D. Development proceeds in a series of stages.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

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6. *(p. 50)* Which of the following is the BEST explanation for an extended childhood period in human development?
A. During this time, a human's immune system reaches its full potential.
B. A long childhood period is a "left over" adaptation from the time when the human life span was considerably shorter than it is today.
C. Rebellion against authority is a necessary step in the evolutionary development of independent behavior.
D. During this time, humans develop a large brain and gain experience required to master the complexities of human society.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

7. *(p. 50)* Which of the following statements is NOT an idea held by evolutionary developmental psychologists?
A. Evolved characteristics are not always adaptive in contemporary society.
B. Some evolved characteristics could be the cause of problems in contemporary society.
C. All evolved mechanisms are adaptive in contemporary society.
D. An extended childhood period may be the result of evolution.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Developmental Psychology

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8. *(p. 50-51)* Baltes holds that natural selection operates
A. primarily during the first half of life.
B. primarily during late adulthood.
C. through the end of the adolescent period.
D. through the end of late childhood.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolution and Life-Span Development

9. *(p. 50-51)* According to Baltes, older adults have an increased
A. generativity.
B. need for culture-based resources.
C. benefits of evolutionary selection.
D. developmental plasticity.

APA Outcome: 1.1
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolution and Life-Span Development

10. *(p. 51)* A bidirectional view of evolutionism suggests that
A. social behavior is a product of evolved biology.
B. evolved biology is a product of social behavior.
C. environmental and biological conditions influence each other.
D. evolution dictates social behavior.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Developmental Psychology

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11. *(p. 52)* Which of the following is a double-helix-shaped molecule that contains genetic information?
A. chromosome
B. genotype
C. DNA
D. gene

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

12. *(p. 53)* Approximately how many genes does a typical human have according to the latest research?
A. more than 100,000
B. 50,000–75,000
C. 35,000–40,000
D. 20,000–30,000

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

13. *(p. 53)* What did researchers working on the Human Genome project accomplish?
A. They estimated how many genes humans have.
B. They determined that DNA is collaborative.
C. They found that the number of human proteins is higher than the number of human genes.
D. All of these answers are correct.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

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14. *(p. 53)* In his book *The Dependent Gene*, David Moore reports that
A. genes are collaborative.
B. genes act independently.
C. genes have a one-to-one correspondence with proteins.
D. the expression of genes is not affected by environmental conditions.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

15. *(p. 53-54)* Which of the following statements BEST explains the nature of genetic expression?
A. A single gene is the source of a single protein's genetic information.
B. Events outside of a cell cannot excite or inhibit genetic expression.
C. Only internal events inside a cell can influence genetic expression.
D. The activity of genes is affected by the internal and external factors.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

16. *(p. 54)* Which of the following has 23 unpaired chromosomes?
A. zygotes
B. the sperm and egg
C. mitosis
D. chromosome

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

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17. *(p. 54)* In a human body, all cells except the sperm and egg reproduce by a process called
A. meiosis.
B. mitosis.
C. fertilization.
D. zygote.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Mitosis

18. *(p. 54)* _____ is a specialized form of cell division that occurs to form eggs and sperm.
A. Meiosis
B. Mitosis
C. Reproduction
D. Fertilization

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Meiosis

19. *(p. 54)* How many chromosomes does an egg or a sperm have?
A. 46
B. 24
C. 23
D. 48

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

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20. *(p. 54)* Fertilization results in the formation of a(n)
A. egg.
B. zygote.
C. gamete.
D. sperm.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Fertilization

21. *(p. 54)* In _____, the number of cells doubles, whereas in _____, the number of chromosomes in each resulting cell is halved.
A. meiosis; mitosis
B. mitosis; meiosis
C. genotype; phenotype
D. phenotype; genotype

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Meiosis
Topic: Mitosis

22. *(p. 55)* All of a person's genetic material makes up the _____, whereas the _____ consists of only observable characteristics.
A. phenotype; genotype
B. genotype; phenotype
C. dominant genes; recessive genes
D. recessive genes; dominant genes

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

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23. *(p. 55)* Angela describes her friend as tall and slender with blue eyes and red hair. She is describing her friend's
A. genotype.
B. phenotype.
C. dominant genes.
D. recessive genes.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

24. *(p. 55)* You notice that Lou's eyes are a unique shade of green. You have observed his:
A. genotype.
B. phenotype.
C. dominant genes.
D. recessive genes.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

25. *(p. 56)* Which of the following principles is demonstrated when one gene overrides the effect of a second gene?
A. polygenic inheritance
B. sex-linked genes
C. dominant-recessive genes
D. genetic imprinting

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

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26. *(p. 56)* Kevin has blond hair, but both of his parents have brown hair. What might account for Kevin's differing phenotype from both of his parents?
A. polygenic inheritance
B. genetic imprinting
C. sex-linked genes
D. dominant-recessive genes

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

27. *(p. 56)* X-linked inheritance describes the inheritance of a(n)
A. unaltered gene that is carried on the Y chromosome.
B. altered gene that is carried on the Y chromosome.
C. unaltered gene that is carried on the X chromosome.
D. altered gene that is carried on the X chromosome.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Genes

28. *(p. 56)* Melinda and Joseph both have brown eyes, but their child has blue eyes. This shows that
A. both Melinda and Joseph are carrying a recessive gene for blue eyes.
B. either Melinda or Joseph is carrying a recessive gene for blue eyes.
C. both Melinda and Joseph are carrying a dominant gene for blue eyes.
D. either Melinda or Joseph is carrying a dominant gene for blue eyes.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

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29. *(p. 56)* Research found that many genes interact to influence a psychological characteristic. This is the concept of
A. dominant-recessive inheritance.
B. sex-linked inheritance.
C. genetic imprinting.
D. polygenic inheritance.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Polygenic Inheritance

30. *(p. 56)* People who have hemophilia or fragile-X syndrome are
A. equally distributed among females and males.
B. mostly females.
C. mostly males.
D. those who have mutated genes carried on the Y chromosome.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

31. *(p. 57)* _____ is a genetic disorder that occurs less often to children with mothers who are 16 to 34 years old.
A. Down syndrome
B. Turner syndrome
C. Sickle-cell anemia
D. Phenylketonuria (PKU)

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Down Syndrome

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32. *(p. 57)* Both _____ are genetic disorders caused by the presence of an extra chromosome.
A. Down syndrome and Turner syndrome
B. Turner syndrome and sickle-cell anemia
C. Klinefelter syndrome and Down syndrome
D. Phenylketonuria (PKU) and XYY syndrome

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

33. *(p. 57)* _____ syndrome causes males to have undeveloped testes, enlarged breasts, and tallness. Boys with this chromosomal disorder often have language, academic, attentional, and motor impairments.
A. Down
B. Klinefelter
C. Turner
D. Fragile X

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

34. *(p. 57)* Which of the following characteristics is likely to be exhibited in boys with fragile X syndrome?
A. a flattened skull
B. aggression and violence
C. hyperactivity
D. mental deficiency

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Chromosomal Abnormalities

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35. *(p. 58)* Conditions, such as phenylketonuria or sickle cell anemia, are produced by _____ abnormalities.
A. chromosome
B. sex-linked chromosome
C. both sex-linked chromosome and gene-linked
D. gene-linked

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

36. *(p. 58)* _____ is a genetic disorder that can be controlled by diet.
A. Down syndrome
B. Turner syndrome
C. Sickle-cell anemia
D. Phenylketonuria (PKU)

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

37. *(p. 5)* Which of the following genetic disorders occurs most often in African Americans?
A. Down syndrome
B. Turner syndrome
C. sickle-cell anemia
D. phenylketonuria (PKU)

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Describe what genes are and how they influence human development.
Topic: Gene-Linked Chromosomal Abnormalities

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38. *(p. 60)* Behavior genetics is the field of study that seeks to discover how individual differences in human traits and development are influenced by
A. environment.
B. heredity.
C. heredity and environment.
D. behavior.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

39. *(p. 60)* Dr. Santos designs studies to examine the influence of heredity and environment on individual differences in human traits and development. Her field of study is in
A. behavior genetics.
B. evolutionary genetics.
C. evolutionary psychology.
D. developmental genetics.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

40. *(p. 60)* Behavior genetics mostly uses which of the following research methods?
A. twin studies
B. adoption studies
C. both twin studies and adoption studies
D. neither twin studies nor adoption studies

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

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41. *(p. 60)* Brent is an athlete who loves to play catch or shoot baskets with his son Todd. Todd is quickly developing the same affinity for sports. This is an example of which type of genotype-environment correlation?
A. active
B. passive
C. evocative
D. niche-picking

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

42. *(p. 60)* An individual's genes may influence the type of environment he/she is exposed to. This is called a(n)
A. heredity-environment correlation.
B. passive genotype-environment correlations.
C. active genotype-environment correlations.
D. evocative genotype-environment correlations.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

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43. *(p. 60)* Katrina played basketball in high school and in college. She recently enrolled her son in a junior basketball league. This is an example of which type of genotype-environment correlation for Katrina's son?
A. passive
B. evocative
C. active
D. niche-picking

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

44. *(p. 61)* Kylie is friendly and outgoing. Because of this, people treat her well and often seem drawn to her. This is an example of which type of genotype-environment correlation?
A. active
B. passive
C. evocative
D. niche-picking

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Evocative Genotype-Environment Correlations

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45. *(p. 61)* Hannah is an "easy" child. She rarely cries and is cooperative and pleasant. As a result, she receives much attention and nurturing. This is an example of which type of genotype-environment correlation?
A. passive
B. evocative
C. active
D. niche-picking

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Evocative Genotype-Environment Correlations

46. *(p. 61-62)* Dani loves dinosaurs. She always chooses library books about dinosaurs and has even asked her parents to enroll her in a junior paleontology club. This is an example of which type of genotype-environment correlation?
A. passive
B. evocative
C. niche-picking
D. None of these answers are correct.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

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47. *(p. 61-62)* Elise has enrolled in a parenting program aimed at teaching parents to recognize and support a child's natural abilities and chosen activities. Which type of genotype-environment interaction will she learn to encourage?
A. passive
B. evocative
C. active
D. suggestive

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

48. *(p. 61-62)* Allison inherited a singing talent from her parents. She requested vocal lessons when she was young, and now she participates in the school choral program. This is an example of which type of genotype-environment correlation?
A. passive
B. evocative
C. niche-picking
D. None of the these answers is correct.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations

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49. *(p. 62)* Which of the following is a genotype-environment interaction that plays a smaller role in development as children grow older?
A. passive
B. evocative
C. active
D. niche-picking

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Passive Genotype-Environment Correlations

50. *(p. 62)* Louis has accepted a scholarship opportunity to study art in Europe for a semester. His twin sister will continue her schooling at a local university. Their experiences are examples of
A. shared environmental experiences.
B. nonshared environmental experiences.
C. genotype-environment interaction.
D. epigenetic view.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Nonshared Environmental Influences

51. *(p. 62)* More similarities are seen among twins than among siblings who are different ages, because twins may have
A. more shared environmental influences.
B. more non-shared environmental influences.
C. fewer shared environmental influences.
D. identical shared environmental and hereditary influences.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Shared Environmental Influences

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52. *(p. 62)* The epigenetic view of development states that development is
A. becomes less influenced by heredity and more influenced by environments as people grow older.
B. becomes more influenced by heredity and less influenced by environment as people grow older.
C. is influenced 50 percent by heredity and 50 percent by environment.
D. is the result of an ongoing, bidirectional interchange between heredity and the environment.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

53. *(p. 62-63)* The relative contributions of heredity and environment are not additive. This means
A. genes alone cannot account for development, because they can only influence behavioral characteristics in specific environmental contexts.
B. some characteristics are solely due to heredity and others to environmental conditions.
C. certain characteristics are more linked to heredity and others to environmental conditions.
D. that the person we become is due to X percent nature and X percent nurture.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

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54. *(p. 63)* What do MOST developmentalists today believe about the contributions of both heredity and the environment to development?
A. Heredity plays the dominant role in development.
B. Environment plays the dominant role in development.
C. Heredity and environment interact to produce development.
D. Some aspects in development are determined by heredity, and some others by environment.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

55. *(p. 65)* During which prenatal development period does differentiation of cells take place?
A. embryonic
B. germinal
C. fetal
D. fertilization

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

56. *(p. 65)* Which of the following is the prenatal development period that takes place during the first 2 weeks after conception, includes the creation of a zygote, and ends with attachment of the zygote to the uterine wall?
A. germinal
B. embryonic
C. fetal
D. fertilization

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

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57. *(p. 65)* When does the zygote implant in the lining of the mother's uterus?
A. immediately after conception
B. within 2 days after conception
C. about 10 to 14 days after conception
D. at the end of the embryonic period

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Germinal Period

58. *(p. 65)* During which prenatal developmental period do the following changes take place? Eyes appear, four chambers of the heart take shape, spinal cord begins to form, and the intestinal tract develops.
A. germinal
B. embryonic
C. fetal
D. fertilization

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

59. *(p. 65)* Which of the following is the correct order of an embryo's layering of cells starting from the outermost layer?
A. mesoderm, endoderm, ectoderm
B. mesoderm, ectoderm, endoderm
C. endoderm, mesoderm, ectoderm
D. ectoderm, mesoderm, endoderm

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

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60. *(p. 65)* When baby Juanita was born, she had problems with her eyes, ears, and nose. MOST likely, Juanita's problems came from defects in the formation of
A. the ectoderm.
B. the endoderm.
C. the mesoderm.
D. any of the three layers.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

61. *(p. 65)* Baby Weston's digestive system did not fully develop and does not function properly. This problem likely arose from a defect in the formation of
A. the ectoderm.
B. the endoderm.
C. the mesoderm.
D. any of the three layers.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

62. *(p. 65)* The doctor tells Sharice and Jayden that their unborn baby is having problems because of a drastic change in temperature. The _____ has failed to perform its protective function.
A. umbilical cord
B. amnion
C. placenta
D. trophoblast

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

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63. *(p. 65)* The _____ connects a baby to the placenta.
A. amniotic fluid
B. amnion
C. umbilical cord
D. uterine wall

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

64. *(p. 65)* When a blood test was performed on Cindy's fetus, the doctors found some of Cindy's red blood cells in the fetus' circulatory system. We know that this most likely
A. is normal because the mother's red blood cells are shared with the fetus.
B. indicates a problem with the blastocyst, which should not contain red blood cells.
C. indicates a problem with the placenta, which should block the mother's red blood cells.
D. indicates a problem with the amnion, which should eliminate the mother's red blood cells.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Difficult
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

65. *(p. 65)* Iyanla, who is pregnant, is concerned that the bacteria from her ear infection may pass to her unborn baby. She does not need to worry because
A. although the bacteria will pass to the fetus, supercharged white blood cells in the umbilical cord will successfully destroy the infection.
B. the bacteria will be destroyed by the amniotic fluid.
C. bacteria are large molecules and will be filtered out by the placenta and not reach the fetus.
D. the baby's sinuses are filled with amniotic fluid and are immune to sinus bacteria.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

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66. *(p. 66)* During which prenatal developmental period do the following changes—rapid weight gain; active movement of arms and legs; face, forehead, eyelids, nose, and chin becoming distinguishable—take place?
A. germinal
B. embryonic
C. fetal
D. fertilization

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

67. *(p. 66)* What is approximately the earliest point that a fetus can survive outside the womb?
A. 5 months
B. 6 months
C. 7 months
D. 8 months

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

68. *(p. 66)* Sidney is expecting her first child and recently began to feel kicking movements. Sidney is MOST likely in the _____ month of her pregnancy.
A. second
B. fourth
C. sixth
D. seventh

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Fetal Period

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69. *(p. 66)* Which of the following would handle information processing at the cellular level?
A. anencephaly
B. neurons
C. spina bifida
D. neural tubes

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

70. *(p. 66)* Teri's doctor has recommended that she take folic acid regularly throughout her pregnancy. The doctor is most likely trying to prevent which of the following from occurring?

A. spina bifida
B. fetal neural tube defects
C. anencephaly
D. All of these answers are correct.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

71. *(p. 67)* At approximately 6 to 24 weeks after conception, cells move outward from their point of origin to their appropriate locations. This is known as _____.
A. anencephaly
B. spina bifida
C. neurogenesis
D. neuronal migration

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

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72. *(p. 67)* Which of the following involves the process of cells moving outward from their point of origin to their appropriate locations in the brain?
A. neuronal migration
B. neurogenesis
C. neural connectivity
D. organogenesis

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Brain Development

73. *(p. 68)* Which of the following prenatal diagnostic tests would involve removing a small sample of the placenta?
A. ultrasound sonography
B. amniocentesis
C. maternal blood sampling
D. chorionic villi sampling

APA Outcome: 1.3
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Chorionic Villus Sampling

74. *(p. 69)* Which of the following prenatal diagnostic tests would detect spina bifida?
A. ultrasound sonography
B. amniocentesis
C. maternal blood screening
D. chorionic villi sampling

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Blood Screening

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75. *(p. 69)* Stephanie's doctor reduces the dosage of her daily medication when she begins trying to get pregnant. The principle behind this action states that
A. the effect of any teratogen is dependent on the genetic susceptibility of the fetus.
B. the effect of any teratogen is dependent on the time of exposure.
C. the greater the dose of a teratogen, the greater the effect on prenatal development.
D. the effect of any teratogen is greater in the last stage of prenatal development.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

76. *(p. 70)* During which prenatal developmental period is the probability of a structural defect the greatest?
A. implantation
B. germinal
C. embryonic
D. fetal

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

77. *(p. 69-70)* Which of the following statements about teratogens is NOT true?
A. Female fetuses are far more likely to be affected by teratogens than male fetuses.
B. The greater the dose of a teratogen, the greater the effect.
C. Differences in placental membranes can affect a fetus' exposure to a teratogen.
D. The time of exposure to a teratogen impacts the type and degree of damage to the fetus.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

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78. *(p. 70)* Exposure to teratogens after organogenesis is complete may most likely result in
A. severe anatomic defects.
B. stunted growth.
C. severe Down syndrome.
D. severe defects in the internal organs.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

79. *(p. 71)* Recent research shows that high doses of aspirin during pregnancy can contribute to which of the following?
A. low intelligence
B. miscarriage
C. Down syndrome
D. maternal and fetal bleeding

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

80. *(p. 71)* Psychoactive drugs affect the _____ system.
A. endocrine
B. nervous
C. respiratory
D. digestive

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

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81. *(p. 71)* Gina is pregnant and is a heavy smoker. Compared to the baby of a nonsmoker, her baby is MORE likely to suffer from which of the following?
A. facial and limb deformities
B. sudden infant death syndrome
C. cleft palate
D. tremors and increased general irritability

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

82. *(p. 70-71)* Which of the following prescription and nonprescription drugs can have harmful effects on an embryo or fetus?
A. aspirin
B. some antibiotics and hormones
C. diet pills
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prescription and Nonprescription Drugs

83. *(p. 71)* If the mother normally drinks alcohol, the BEST way to prevent negative effects on the fetus is to
A. drink only beer during the pregnancy.
B. maintain good nutrition during the pregnancy.
C. completely abstain from drinking during the entire pregnancy.
D. drink only wine during the pregnancy.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

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84. *(p. 71)* Facial deformities, defective limbs, learning problems, and below-average intelligence are all linked to which teratogen?
A. cocaine
B. psychoactive drugs
C. nicotine
D. alcohol

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

85. *(p. 71)* Neonatal deaths, preterm births, low birth weights, respiratory problems, and sudden infant death syndrome are all linked to which teratogen?
A. cocaine
B. psychoactive drugs
C. nicotine
D. alcohol

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

86. *(p. 72)* Cocaine exposure during prenatal development is linked to which of the following?
A. increased likelihood of being in special education and receiving support services
B. impaired language development and information processing
C. impaired motor development and slower growth rate
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Cocaine

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87. *(p. 73)* What is the BEST way to keep the infant from being infected if the mother is found to have active genital herpes before the child is born?
A. A cesarean section should be performed.
B. Antibiotics should be administered for a minimum of 6 hours before delivery.
C. Antibiotics should be administered daily to the fetus until the day of delivery.
D. Nothing can be done, because the fetus would have already contracted the disease before delivery.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

88. *(p. 73)* If a mother is HIV positive, but her infant does not show signs of AIDS at birth, then the infant may
A. not have been infected with HIV.
B. have been infected with HIV but does not show any symptoms of HIV now.
C. still develop AIDS later in life.
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

89. *(p. 73)* Which of the following is a way for a mother infected with HIV to pass the virus to her child?
A. during gestation across the placenta
B. during delivery through contact with maternal blood
C. after birth through breast-feeding
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

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90. *(p. 73-74)* The nutritional status of the fetus during pregnancy is determined
A. only by the amount of the mother's protein intake.
B. only by the mother's calorie intake.
C. by the mother's intake of protein, vitamins, minerals, and total calories.
D. by the function of the fetus' digestive system.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diet and Nutrition

91. Which of the following statements is correct?
A. A pregnant woman's experience with intense fear and anxiety may have a negative impact on the fetus.
B. High maternal stress during pregnancy can have long-term consequences for the child after birth.
C. Children of mothers with a high level of depression during pregnancy are more likely to have ADHD and language delay.
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Emotional States and Stress

92. Which of the following statements is correct?
A. The mother's stressful life events may have a negative impact on the fetus even if these events occur before conception.
B. Maternal depression during pregnancy may cause preterm birth.
C. Maternal depression during pregnancy may cause low birth weight for full-term infants.
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Emotional States and Stress

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93. *(p. 74)* Who among the following is LEAST likely to receive prenatal care?
A. a first-time mother in her mid-30s
B. a mother with two or more other children
C. a working woman over 25
D. a pregnant adolescent

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Age

94. *(p. 75)* Tammy is pregnant and is 45 years old. Her doctor considers her a "high-risk" pregnancy. Which of the following risks is Tammy's doctor concerned about?
A. increased risk for Down syndrome
B. increased risk for low birth weight
C. increased risk for preterm delivery and fetal death
D. All of these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Age

95. *(p. 75)* Which of the following paternal characteristics is LEAST likely to affect a child's development if the father is younger than 40 years of age?
A. exposure to lead and radiation
B. exposure to certain pesticides and petrochemicals
C. cigarette smoking
D. age

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Paternal Factors

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96. *(p. 76)* CenteringPregnancy, an innovative prenatal care program, is rapidly expanding in the United States and provides _____.
A. free prenatal care to low-income mothers
B. in-home prenatal care by a midwife
C. prenatal care in a peer group setting
D. confidential prenatal care to pregnant adolescents

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Care

97. *(p. 76-77)* Which of the following outcomes of prenatal education is of the MOST value for pregnant women living in poverty?
A. Participants receive coupons for free goods and services.
B. These women can be linked to other valuable social services.
C. Classes encourage these mothers to bottle-feed so they can maintain employment.
D. Participants are offered free postpartum birth control.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Care

98. *(p. 78)* During which stage of childbirth does the cervix dilate?
A. first
B. second
C. third
D. afterbirth

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

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99. *(p. 78)* During which stage of childbirth is the fetus expelled from the womb?
A. first
B. second
C. third
D. afterbirth

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

100. *(p. 79)* Which of the following statements is correct?
A. Three basic kinds of drugs used for labor are analgesia, anesthesia, and oxytocin/Pitocin.
B. Analgesia is used to relieve pain.
C. Higher doses of drugs given to the mother during delivery potentially have a more negative effect on the fetus than lower doses.
D. All of these answers are correct.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Medication

101. *(p. 79)* Which of the following is NOT a method that the natural childbirth method uses during labor and delivery?
A. nonprescription drugs to reduce pain
B. relaxation techniques
C. Lamaze breathing
D. education about anatomy and physiology

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Natural and Prepared Childbirth

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102. *(p. 79)* Melissa plans to use the prepared childbirth method during labor and delivery. Which of the following will she employ?
A. nonprescription drugs to reduce pain
B. prescription drugs to reduce pain
C. Lamaze breathing
D. prescription drugs to promote contraction

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Natural and Prepared Childbirth

103. Which of the following is a method to reduce pain during delivery without using medication?
A. waterbirth
B. massage
C. acupuncture
D. All of the these answers are correct.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

104. *(p. 80)* If the fetus is in a breech position,
A. the head of the fetus will emerge first during delivery.
B. a cesarean section will not be recommended because it will compromise the safe delivery of the baby.
C. delivery will be easy and cause less complications.
D. the fetus will be at increased risk for respiratory problems during delivery.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

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105. *(p. 80)* Diane's doctor has suggested that a cesarean delivery of her child may be necessary. What is NOT a likely reason for this determination?
A. The fetus' head will emerge first during delivery.
B. The fetus' buttocks will emerge first during delivery.
C. The position of the fetus in the uterus is likely to cause respiratory problems.
D. The fetus is in a breech position.

APA Outcome: 1.2
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

106. *(p. 80)* An Apgar Scale score of 3 signals a newborn's condition is
A. excellent.
B. good.
C. average.
D. high risk.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

107. *(p. 80)* Renee's baby was born just minutes ago, and the doctor is checking the baby with the Apgar Scale. Renee's baby is being checked for her
A. heart rate and respiratory effort.
B. muscle tone and body color.
C. reflex irritability.
D. All of the these answers are correct.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

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108. *(p. 82)* The designation of preterm is determined by
A. the ratio of weight at birth to the time of gestation.
B. the time period of gestation.
C. the weight at birth.
D. the time period of gestation plus weight.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

109. *(p. 82)* Baby Alec was born during his mother's 38th week of pregnancy and weighed 5 lbs 2 oz. He is considered
A. to be preterm.
B. to have low birth weight.
C. to have very low birth weight.
D. to be large for the date.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

110. *(p. 82)* Twins Diego and Demare were delivered during their mother's 34th week of pregnancy and weighed 4 lbs 3 oz and 4 lbs 15 oz, respectively. They are considered
A. preterm and low birth weight.
B. term and low birth weight.
C. term and small for date.
D. preterm and very low birth weight.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

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111. *(p. 82)* Angie was born after 40 weeks of gestation and weighed 4 pounds. Angie is considered
A. preterm.
B. large for date.
C. low birth weight.
D. very low birth weight.

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

112. *(p. 82)* Tamara delivered her babies preterm. All of the following are possible reasons for the preterm delivery EXCEPT
A. Tamara was pregnant with triplets.
B. Tamara was 43 years old.
C. Tamara's tobacco use.
D. Tamara had low stress.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

113. *(p. 83)* According to Tiffany Field's research, what can increase weight gain, alertness, and activity in preterm infants?
A. massage therapy
B. letting a mother be the first to hold the baby
C. breast feeding
D. visual stimulation

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Basic
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

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Short Answer Questions

114. *(p. 49)* Define *natural selection* and *adaptive behavior*.

Natural selection is the evolutionary process that favors individuals of a species that are best adapted to survive and reproduce.
Adaptive behavior promotes an organism's survival in its natural habitat.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Adaptive Behavior
Topic: Natural Selection

115. *(p. 49)* Describe evolutionary psychology.

Evolutionary psychology emphasizes the importance of adaptation, reproduction, and "survival of the fittest" in shaping behavior. Evolution favors certain behaviors that can increase chances for reproductive success.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology

116. *(p. 50-51)* Evolution has not weeded out many harmful conditions that have their onset in old age. Give a possible reason for this.

Natural selection operates primarily on characteristics that are tied to reproductive fitness.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Discuss the evolutionary perspective on life-span development.
Topic: Evolutionary Psychology
Topic: Natural Selection

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117. *(p. 52-53)* Briefly discuss the relationships among human chromosomes, DNA, and genes.

Each human cell contains 46 chromosomes that come in 23 pairs. Chromosomes contain DNA, a complex molecule containing genetic information. Genes are short segments of DNA.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

118. *(p. 53-54)* Why is genetic variability in the population valuable?

Genetic variability provides more characteristics for natural selection to operate on.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

119. *(p. 55)* Explain the difference between genotype and phenotype.

Genotype is a person's entire genetic heritage. Phenotype is the way an individual's genotype is expressed in observed and measurable characteristics.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Describe what genes are and how they influence human development.
Topic: Genes

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120. *(p. 56)* Explain the dominant-recessive genes principle, and give an example of a dominant characteristic that rules over its recessive counterpart.

The dominant-recessive genes principle: If one gene in a pair is dominant and one is recessive, the dominant gene exerts its effect and overrides the potential influence of the recessive gene.
Examples: brown eyes over blue eyes, farsightedness over nearsightedness, dimples over no dimples, no freckles over freckles.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Describe what genes are and how they influence human development.
Topic: Dominant-Recessive Genes

121. *(p. 56-57)* Describe the chromosomal abnormality of two sex-linked syndromes.

Klinefelter syndrome—occurs in males when there is an extra X chromosome, making them XXY instead of XY.
Fragile X syndrome—abnormality in the X chromosome that becomes constricted and often breaks.
Turner syndrome—occurs in females when one of the X chromosomes is missing (making them XO instead of XX) or when the second X chromosome is partially deleted. XYY syndrome—occurs in males when there is an extra Y chromosome, making them XYY instead of XY.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Describe what genes are and how they influence human development.
Topic: Sex-Linked Genes

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122. *(p. 60)* How might the results from a twin study be misinterpreted?

The environments of identical twins may be more similar than those of fraternal twins. Environmental influences might get overlooked when results are interpreted.

APA Outcome: 1.1
APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Behavior Genetics

123. *(p. 60-61)* Describe the three types of heredity-environment correlations, and give an example of each.

Passive genotype-environment correlations occur because biological parents provide a rearing environment for the child. (Any example of a parent(s) providing opportunities for their child(ren) for which the parent(s) or child(ren) may have a predisposed biological ability.)
Evocative genotype-environment correlations occur when a child's genetically shaped characteristics elicit certain types of physical and social environments. (Any example of a child's natural abilities or personality characteristics evoking certain reactions from parents.)
Active genotype-environment correlations occur when children seek out environments that they find compatible or stimulating. (Any example of a child preferring and choosing certain settings, friends, and activities.)

APA Outcome: 1.2
APA Outcome: 1.3
Bloom's Taxonomy: Apply
Bloom's Taxonomy: Remember
Difficulty Level: Difficult
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Active Genotype-Environment Correlations
Topic: Evocative Genotype-Environment Correlations
Topic: Passive Genotype-Environment Correlations

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124. *(p. 62)* Describe shared and nonshared environmental experiences.

Shared environmental experiences are siblings' common experiences, such as parents' intellectual orientations, values, socioeconomic status, and neighborhood.
Nonshared environmental experiences are a child's unique experiences within and outside the family.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Nonshared Environmental Influences

125. *(p. 62)* It is common for children raised in the same household to have very different personalities and interests. What might this indicate about the nonshared experiences of siblings?

Some behavior geneticists argue that heredity influences the nonshared environments of siblings as described in the active genotype-environment interaction. Children who have genetic propensities toward certain abilities will spend more time in those types of environments.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Nonshared Environmental Influences

126. *(p. 62-63)* Describe an epigenetic view of development.

Development is the result of an ongoing bidirectional interchange between heredity and the environment. Developmental outcome is not determined by a certain percentage of heredity and a certain percentage of environment. Genetic expression happens throughout the lifespan.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Explain some of the ways that heredity and environment interact to produce individual differences in development.
Topic: Epigenetic View

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127. *(p. 65-66)* List three developmental characteristics or events from each of the germinal, embryonic, and fetal periods of prenatal development.

Germinal

-takes place in first 2 weeks after conception
-includes creation of a zygote
-rapid cell division begins
-cell differentiation begins

Embryonic

-occurs from 2 to 8 weeks after conception
-zygote attaches to the uterine wall
-rate of cell differentiation intensifies
-support systems for cells form
-organs appear
-endoderm, ectoderm, and mesoderm develop
-urogenital system is apparent
-arm and leg buds emerge
-four chambers of the heart take place
-intestinal track develops

Fetal

-begins 2 months after conception and lasts for 7 months
-fetus becomes active, moving limbs, head, and opening and closing mouth
-face, forehead, eyelids, nose, and chin are distinguishable
-genitals can be identified as male or female
-rapid growth and weight gain
-prenatal reflexes become stronger
-skin structures form
-organ function intensifies
-fatty tissues develop

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period
Topic: Fetal Period
Topic: Germinal Period

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128. *(p. 65)* Describe the three layers of cells that develop at the beginning of the embryonic period.

Endoderm: the inner layer of cells, which will develop into the digestive and respiratory systems
Ectoderm: the outermost layer, which will become the nervous system, sensory receptors (e.g., ear, nose, and eyes), and skin parts (e.g., hair and nails)
Mesoderm: the middle layer, which will become the circulatory system, bones, muscle, excretory system, and reproductive system.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Embryonic Period

129. *(p. 68-69)* Describe four prenatal diagnostic tests and when they are administered.

Ultrasound sonography: high-frequency sound waves are directed into the pregnant woman's abdomen to assess growth and development; can be given anytime during pregnancy.
Fetal MRI is used to diagnose fetal malformations. MRI (magnetic resonance imaging) uses a powerful magnet and radio waves to generate detailed images of the body's organs and structures. This provides more detailed images than ultrasound. In many instances, ultrasound will indicate a possible abnormality and fetal MRI will then be used to obtain a clearer, more detailed image. Among the fetal malformations that fetal MRI may be able to detect better than ultrasound sonography are certain central nervous system, chest, gastrointestinal, genital/urinary, and placental abnormalities.
Chorionic villi sampling: a small sample of the placenta is removed, given between the 8th and 11th week of pregnancy.
Amniocentesis: a sample of amniotic fluid is withdrawn by syringe to determine if any chromosomal or metabolic disorders are present in the developing fetus, given between the 12th and 16th weeks of pregnancy.
Maternal blood test (alpha-fetoprotein test—AFP): blood is drawn and tested to determine if defects are present in the brain and spinal cord of the fetus, given between the 14th and 20th week of pregnancy.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Difficult
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Prenatal Diagnostic Tests

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130. *(p. 69-72)* Define a *teratogen* and list five teratogens.

A teratogen is any agent that can cause a birth defect. Teratogens include, but are not limited to, nicotine, alcohol, heroin, caffeine, toxins (such as lead and various pollutants), cocaine, marijuana, some prescription and nonprescription drugs, infectious diseases, radiation, and others.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

131. *(p. 69-72)* Discuss three conditions that affect the severity of the damage and/or type of birth defects teratogens may cause.

Dose: The greater the dose of a teratogenic agent, the greater its effect.
Genetic susceptibility: Genotypes of the woman and of the fetus influence the effect of a given teratogen.
Time of exposure: Teratogens do more damage at some points in development than others.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Teratogen

132. *(p. 71)* Define *fetal alcohol spectrum disorders* (FASD), and list two possible abnormalities that can occur as a result.

Fetal alcohol spectrum disorders is a cluster of abnormalities that appear in the offspring of mothers who drink alcohol heavily during pregnancy. Abnormalities include: (1) facial deformities, (2) defective limbs, (3) defective heart, (4) below-average intelligence, (5) mental retardation.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Alcohol

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133. *(p. 71-72)* Explain three effects of nicotine on fetal development.

Nicotine use by the mother when pregnant can lead to the following problems in the fetus or infant: (1) respiratory problems, (2) poor language and cognitive development, (3) low birth weight, (4) preterm births, (5) a higher incidence of fetal and neonatal deaths, and a (6) higher incidence of SIDS.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Nicotine

134. *(p. 72)* What are the three ways that a mother infected with HIV may transmit the virus to her offspring?

1. during gestation across the placenta
2. during delivery through contact with maternal blood or fluids
3. after birth through breast-feeding

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

135. *(p. 73)* What are the three possible outcomes for a child born to a mother infected with HIV?

1. infected and symptomatic
2. infected and asymptomatic
3. not infected

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Maternal Diseases

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136. *(p. 75)* List three environmental hazards that can endanger the fetus.

1. radiation
2. toxic wastes
3. other chemical pollutants

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Environmental Hazards

137. *(p. 75)* List three paternal factors that can influence fetal development.

1. exposure to radiation
2. exposure to lead
3. exposure to certain pesticides
4. exposure to petrochemicals
5. smoking

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Characterize the course of prenatal development and its hazards.
Topic: Paternal Factors

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138. *(p. 78)* List two characteristics of each of the three stages of birth.

First Stage:
-longest of the three stages
-uterine contractions begin
-cervix stretches and opens

Second Stage:
-lasts an average of 1½ hours
-baby's head starts to move through the cervix and the birth canal
-baby completely emerges from the mother's body

Third Stage (or afterbirth):
-shortest of the three stages
-placenta, umbilical cord, and other membranes are detached and expelled

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Stages of Birth

139. *(p. 80)* What would necessitate a cesarean delivery?

If the baby is in a breech position, a cesarean delivery is usually performed because a breech birth can cause respiratory problems for the baby.

APA Outcome: 1.2
Bloom's Taxonomy: Understand
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Caesarean Delivery

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140. *(p. 80-81)* List four of the five health signs evaluated by the Apgar Scale.

1. heart rate
2. respiratory effort
3. muscle tone
4. body color
5. reflex irritability

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Apgar Scale

141. *(p. 82)* Define *low birth weight, preterm*, and *small-for-date* infants.

Low birth weight infants weigh less than 5½ pounds at birth.
Preterm infants are those born three weeks or more before pregnancy has reached full term (35 or fewer weeks after conception).
Small-for-date infants may be preterm or full term and have a below-normal weight for their gestational age.

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Low Birth Weight and Preterm Infants

142. *(p. 82-83)* List three possible consequences of low birth weight.

-brain damage
-learning problems or disabilities
-attention deficit disorder
-breathing problems

APA Outcome: 1.2
Bloom's Taxonomy: Remember
Difficulty Level: Moderate
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Consequences of Low Birth Weight

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143. *(p. 83-84)* Discuss three points in the issue of bonding between mother and newborn.

-Bonding is the formation of a connection between parent and newborn.
-Sometimes hospital conditions can interfere with bonding (pain drugs make the mother drowsy, separation of mother and newborn after delivery, preterm infants may be isolated from the mother, etc.).
-Some physicians believe that parent and child need to form an emotional attachment shortly after birth in order for optimal development in years to come.
-The extreme bonding hypothesis that a newborn must have close contact with the mother in the first few days of life to develop optimally is simply not true.
-Many hospitals offer rooming-in arrangements in which a baby can remain in the mother's room most of the time during its hospital stay.

APA Outcome: 1.2
Bloom's Taxonomy: Analyze
Difficulty Level: Difficult
Learning Objective: Summarize how birth takes place and describe the nature of the postpartum period.
Topic: Bonding

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