Course Name: EDEC 3307 Child and Adolescent Development as it Impacts Instruction
Spring 2026
Department Name: Department of Educator and
Leadership Preparation
Program Name Early Childhood Education

INSTRUCTOR INFORMATION

Instructor Name: **Abraham Moreno** **Adjunct Early Childhood Education**	**A&M-San Antonio email:** **abraham.moreno@tamusa.edu**
Office Hours by appointment	**Class Meeting Times:** **This is a face-to-face course.** **Where: 353 Madla** **Tuesday from 11-1:45**

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOK:

McDevitt, T. & Ormrod, J. (2020). *Child Development and Education, 7th ed.* Hoboken, Pearson.

Required Readings as assigned in Blackboard

DESCRIPTION AND OBJECTIVES

COURSE DESCRIPTION:
In this course, students will study the physical, cognitive, language, social, and emotional development of children from birth through adolescence. Students will apply developmental knowledge in planning individually and culturally appropriate lessons and assessments. This course is taken prior to entering the A&M-SA Educator Preparation Program. Formerly listed as EDEC 3303.

PROGRAM STUDENT LEARNING OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. SLO 1. Write a 5E Lesson plan for Early Childhood that includes a summary of children's development, differentiation strategies for ESL and disabilities, connection to theory, developmentally appropriate practice, and culturally relevant teaching. Students must use appropriate writing conventions (grammar, spelling, sentence, and paragraph construction). SLO 2. Students develop skills in providing peer feedback through discussion posts.

2. SLO 3. Identify the changes, challenges, significance, and academic implications in the developmental domains as well as interactions between developmental domains in early childhood (EC), middle childhood (MC) and adolescence (AD).

3. SLO 4. Describe how development affects instructional decisions.

4. SLO 5. Describe how culture impacts instruction and assessment then analyze effective strategies to teach and assess culturally diverse children.

5. SLO 6. Reflect on developmental changes in the domains using the appropriate content and writing conventions (grammar, spelling, sentence, and paragraph construction).

6. SLO 7. Provide meaningful feedback to peers on writing conventions (grammar, spelling, sentence, and paragraph construction).

7. SLO 8. Summarize details about developmental changes, challenges, significance, and academic implications about specific age groups using appropriate writing conventions (grammar, spelling, and sentence and paragraph construction).

1.

COURSE STRUCTURE & ASSIGNMENTS

COURSE STRUCTURE:

The instructional methods for this course will include face-to-face meetings in whole group as well as course work in the Blackboard course.

Competency-PPR Standards	Course Assignment

Competencies:	**Lesson Plan Assignment**
Lesson planning-format 1.1k; 1.2k; 1.3k; 1.4k; 1.5k; 1.7k; 1.8k; 1.9k; 1.10k; 1.11k; 1.17k; 1.18k; 1.20k; 1.22k; 1.23k; 1.25k Lesson planning-objectives 1.7k; 1.23k Lesson planning-approaches 1.4k; 1.5k;1.11k; 1.16k Lesson planning-procedures 1.1k; 1.2k; 1.16k	
Competencies: 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7 1.24k; 1.25k; 1.26k; 1.27k; 1.28**;** 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K	**Discussion Board**
Competencies: 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7 1.24k; 1.25k; 1.26k; 1.27k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K	**Journal**
Competencies: Formative Assessment 1.24k; 1.25k; 1.26k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.14k; 1.15k; 1.7	**Quizzes**
Competencies: 1.24k; 1.25k; 1.26k; 1.27k; 1.28; 1.29k. 1.30k; 1.31k; 1.12k; 1.13k; 1.19k; 1.8k; 1,21k 1.18K	**Final Exam**

ASSIGNMENTS:

Lesson Plan Assignment
Discussion Board
Reflection on Development Journal Assignment
Quizzes
Final Exam

COURSE TOPICS

Developmental Theory
Cultural Relevance
Physical Development
Piagetian theory/Vygotskian Theory

Cognitive Processes and Developmental Trends in Cognition
Intelligence
Curriculum Development
Language Development
ESL Lesson Planning
Emotional Development
Self-regulation
Social Development
Moral Development
Prosocial Behavior
Peers and Society