


Social Development Focus

Select 2-7 social skills to examine your work around. Choose from the list of social skills below. [Appendix A](#)

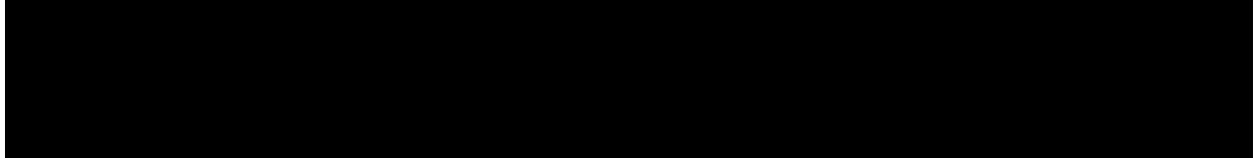
Students will understand social identity

Students consider how to make

Students will understand social identity

Students will understand social identity

Students will understand social identity



THINGS TO REMEMBER

INTEGRATE SOCIAL SKILLS THROUGHOUT THE DAY

Students with autism may experience a range of emotions, including fear, sorrow, confusion, and anxiety. These emotions can

be managed through a variety of strategies. Students also benefit from time away from academics to talk about their

feelings and experiences. This time can be used to discuss the challenges they face and to provide support and encouragement.

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Briefly discuss one of the following questions:

1. How do you feel about the challenges you face? How do you manage these feelings?

2. How do you feel about the support you receive? How do you use this support?

WEDNESDAY

MORNING ACTIVITY

MATERIALS

Scenario

PURPOSE

Practice the social skills highlighted for the week

the weekly greeting in a circle format.

1. Conduct t

allowed in school.

4. Has

Talking: starting and/or spreading rumors, making comments

Writing: writing obsessive love notes/emails/social media

Touching: pulling clothes up/down/off, unwanted hugs/kisses

Removal of student from class if harassment becomes unwanted

4. If appropriate, reward events, examples and ask the following

questions:

Scenario 1: Talker, Charis, and Sh

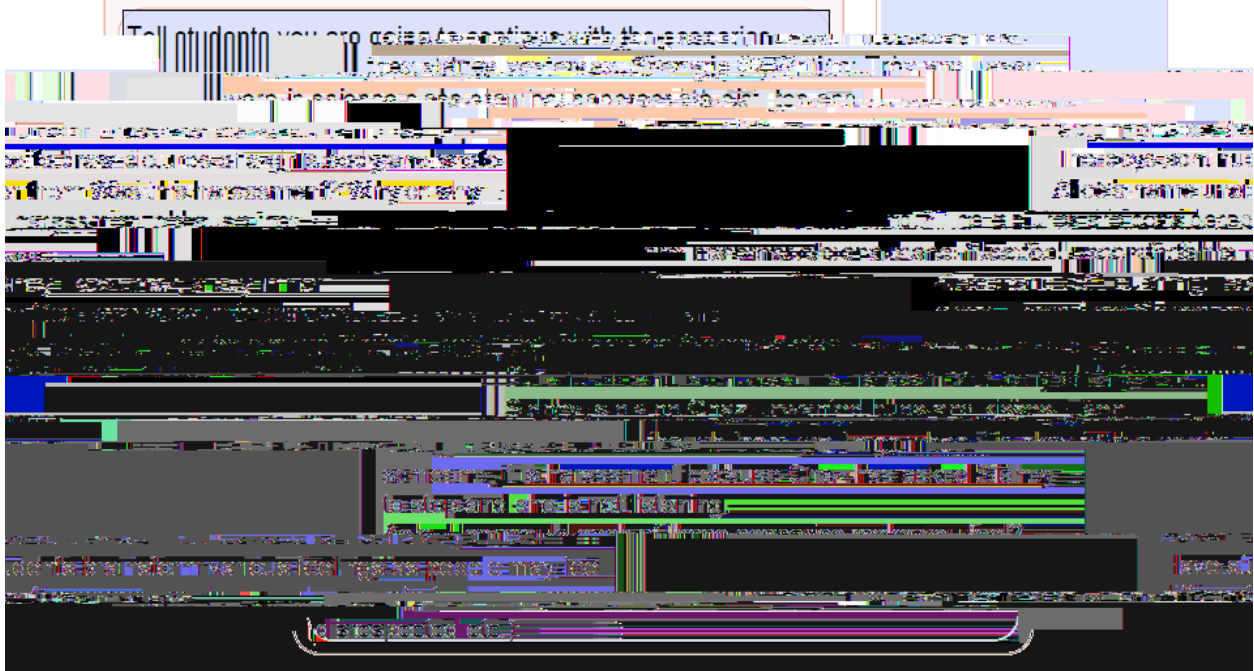
What do you think the rumors are about? How do you think the rumors

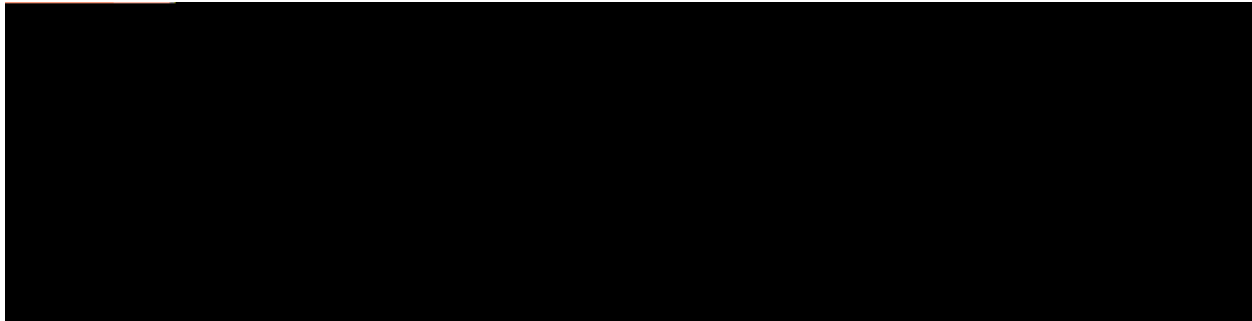
started? How do you think the rumors spread? How do you think the rumors

affected the school? How do you think the rumors affected the students?

How do you think the rumors affected the teachers? How do you think the rumors

affected the parents? How do you think the rumors affected the community?





Review the "Considerations for Designing a Morning Circle"

Activity: "Action in the Classroom"

1. Conduct the weekly greeting in a circle format.
2. Discuss with students who can be harassed.

Explain the school rule against harassment.

The teacher informs students that the Office for Discipline...

*Steps for Reporting should be displayed in a visible area in the classroom.

Topic

Discuss It

1. **What is the main theme of the novel?** *What is the main theme of the novel?*

2. **How does the author use symbolism to convey his message?** *How does the author use symbolism to convey his message?*

3. **What is the significance of the title "The Great Gatsby"?** *What is the significance of the title "The Great Gatsby"?*

4. **How does the author use the setting to create a sense of atmosphere?** *How does the author use the setting to create a sense of atmosphere?*

5. **What is the role of the characters in the novel?** *What is the role of the characters in the novel?*

6. **How does the author use the narrative structure to tell the story?** *How does the author use the narrative structure to tell the story?*

7. **What is the author's view on the American Dream?** *What is the author's view on the American Dream?*

8. **How does the author use the concept of the "old money" and "new money" to create a social hierarchy?** *How does the author use the concept of the "old money" and "new money" to create a social hierarchy?*

9. **What is the significance of the "valley of ashes" in the novel?** *What is the significance of the "valley of ashes" in the novel?*

10. **How does the author use the concept of the "green light" to symbolize the American Dream?** *How does the author use the concept of the "green light" to symbolize the American Dream?*

11. **What is the author's view on the moral decay of the American society?** *What is the author's view on the moral decay of the American society?*

12. **How does the author use the concept of the "eyes" to symbolize the moral decay of the American society?** *How does the author use the concept of the "eyes" to symbolize the moral decay of the American society?*

13. **What is the author's view on the role of the women in the novel?** *What is the author's view on the role of the women in the novel?*

14. **How does the author use the concept of the "feminine mystique" to create a sense of mystery?** *How does the author use the concept of the "feminine mystique" to create a sense of mystery?*

15. **What is the author's view on the role of the men in the novel?** *What is the author's view on the role of the men in the novel?*

16. **How does the author use the concept of the "masculine mystique" to create a sense of mystery?** *How does the author use the concept of the "masculine mystique" to create a sense of mystery?*

17. **What is the author's view on the role of the children in the novel?** *What is the author's view on the role of the children in the novel?*

18. **How does the author use the concept of the "childhood" to create a sense of mystery?** *How does the author use the concept of the "childhood" to create a sense of mystery?*

19. **What is the author's view on the role of the parents in the novel?** *What is the author's view on the role of the parents in the novel?*

20. **How does the author use the concept of the "parental" to create a sense of mystery?** *How does the author use the concept of the "parental" to create a sense of mystery?*

Make Any Decisions

Use the following information to answer questions 1-4.

1. What are the functions of the two types of cells? How do they differ?

2. What are the functions of the two types of cells? How do they differ?

3. What are the functions of the two types of cells? How do they differ?

4. What are the functions of the two types of cells? How do they differ?

Cell Type	Function
Prokaryotic	Single-celled organisms, lack a nucleus, and have a cell wall.
Eukaryotic	Multi-celled organisms, have a nucleus, and lack a cell wall.

