


Teacher's
RECORD BOOK

BRAHIM OUBAASSINE



2023-2024



1st Bar



Common Core



About *Me*



NAME

SCHOOL

YEAR

ROOM

GRADE

PHONE

ADDRESS

WEBSITE

CLASSES	DATES	UNIT/ LESSON	CONTENT OF THE LESSON
1BACSH1	../../2.	UNIT <input type="checkbox"/> ○ VOCABS ○ READING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1BACSH2	../../2.	○ WRITING ○ GRAMMAR	
1BACSH3	../../2.	○ FUNCTIONS ○ LISTENING	
1BACSE4	../../2.	○ QUIZ ○ TEST ○ OTHER	
			HOMWORK: _____ PAGE: _____ HANDOUT N°: _____
1BACSH1	../../2.	UNIT <input type="checkbox"/> ○ VOCABS ○ READING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1BACSH2	../../2.	○ WRITING ○ GRAMMAR	
1BACSH3	../../2.	○ FUNCTIONS ○ LISTENING	
1BACSE4	../../2.	○ QUIZ ○ TEST ○ OTHER	
			HOMWORK: _____ PAGE: _____ HANDOUT N°: _____
1BACSH1	../../2.	UNIT <input type="checkbox"/> ○ VOCABS ○ READING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
1BACSH2	../../2.	○ WRITING ○ GRAMMAR	
1BACSH3	../../2.	○ FUNCTIONS ○ LISTENING	
1BACSE4	../../2.	○ QUIZ ○ TEST ○ OTHER	
			HOMWORK: _____ PAGE: _____ HANDOUT N°: _____

INSPECTOR'S NOTES

ملاحظات الناظر أو رئيس المؤسسة

CLASSES	DATES	UNIT/ LESSON	CONTENT OF THE LESSON
1BACSH1	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	<p>HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____</p>
1BACSH2	../../2.		
1BACSH3	../../2.		
1BACSE4	../../2.		
1BACSH1	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	<p>HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____</p>
1BACSH2	../../2.		
1BACSH3	../../2.		
1BACSE4	../../2.		
1BACSH1	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	<p>HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____</p>
1BACSH2	../../2.		
1BACSH3	../../2.		
1BACSE4	../../2.		

INSPECTOR'S NOTES

ملاحظات الناظر أو رئيس المؤسسة

CLASSES	DATES	UNIT/ LESSON	CONTENT OF THE LESSON
TCSH5	../..../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____
TCSH5	../..../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____
TCSH5	../..../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____

INSPECTOR'S NOTES

ملاحظات الناظر أو رئيس المؤسسة

CLASSES	DATES	UNIT/ LESSON	CONTENT OF THE LESSON
TCSH5	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____
TCSH5	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____
TCSH5	../../2.	UNIT <input type="checkbox"/> <input type="radio"/> VOCABS <input type="radio"/> READING <input type="radio"/> WRITING <input type="radio"/> GRAMMAR <input type="radio"/> FUNCTIONS <input type="radio"/> LISTENING <input type="radio"/> QUIZ <input type="radio"/> TEST <input type="radio"/> OTHER	HOMEWORK: _____ PAGE: _____ HANDOUT N°: _____

INSPECTOR'S NOTES

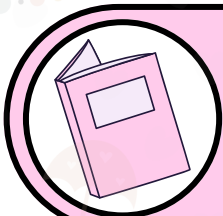
ملاحظات الناظر أو رئيس المؤسسة

Reading Strategies



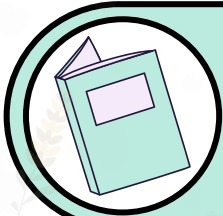
Connect

How does the information in the text relate to your own personal experiences, beliefs, or knowledge?



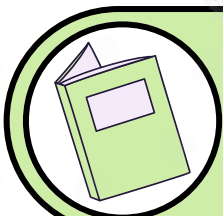
Clarify

Are there parts of the text which don't make sense? Ask questions, reread and research meanings and ideas.



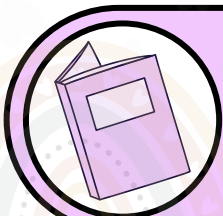
Infer

Can you use clues from the text to draw conclusions about something not directly stated in the text?



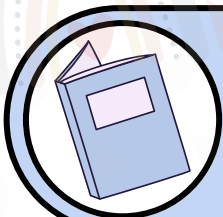
Predict

Can you make a guess about what might happen next based on clues and information you already know?



Summarize

Can you retell the main points or important information of a story or text in a shorter form?



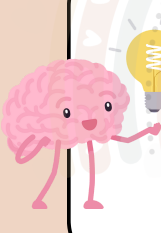
Visualize

Can you create an image in your mind based on the words you read, to help you understand the text better?

Name:

Date:

3-2-1 Self-Reflection



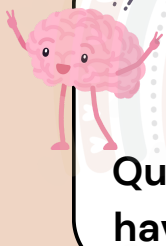
3
Things I
did well

- _____
- _____
- _____



2
Concepts I still
need to practice

- _____
- _____



1
Questions I still
have to answer

- _____
- _____
- _____

Two mindsets, two different outcomes

Carlos S. Dwrek, PH.D



FIXED MINDSET INTELLIGENCE IS STATIC

Leads to a desire to look smart and therefore a tendency to...

CHALLENGES

Avoid Challenges

OBSTACLES

Give up easily

EFFORT

See effort as fruitless or worse

CRITICISM

Ignore useful negative feedback

SUCCESS OF OTHERS

Feel threatened by the success of others

GROWTH MINDS INTELLIGENCE CAN BE DEVELOPED

Leads to a desire to learn and therefore a tendency to...

CHALLENGES

Embrace Challenges

OBSTACLES

Persist in the face of setbacks

EFFORT

See effort as the path to mastery

CRITICISM

Learn from criticism

SUCCESS OF OTHERS

Find lessons and inspiration in the success of others

OUTCOMES

As a result, they may plateau early & achieve less than their full potential. All this confirms a **deterministic view of the world**.

As a result, they reach ever-higher levels of achievement. All this gives them a **greater sense of free will**.

Unleash your power of **observation**



10
MINUTES



Take your time, embrace **curiosity**, and allow yourself to discover new **details** and **insights** within the familiar setting of your classroom.

Look closely at the walls, desks, and furniture. Notice the colours, textures, and patterns. Are there any interesting designs or decorations?



Your answer

.....

Pay attention to the items on display or hanging on the walls. What do they represent or signify?



Your answer

.....

Listen carefully to the sounds in the classroom. Can you identify any distinct sounds - the hum of electronics or the rustling of papers?



Your answer

.....

Touch different surfaces, like the texture of the desk or the roughness of a book cover. How do these textures differ?



Your answer

.....

Smell the air in the classroom. Are there any particular scents present?



Your answer

.....

My Weekly Timetable

Classes

1BACSH1,2,3
1BACSE4
TCSHL5



	Mon	Tue	Wed	Thu	Fri	Sat
--	-----	-----	-----	-----	-----	-----

8-9

--	--	--	--	--	--	--

9-10

--	--	--	--	--	--	--

10-11

--	--	--	--	--	--	--

11-12

--	--	--	--	--	--	--

2-3

--	--	--	--	--	--	--

3-4

--	--	--	--	--	--	--

4-5

--	--	--	--	--	--	--

5-6

--	--	--	--	--	--	--

My Goals:

Important Notes:

STUDENT snapshot



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME



NAME

STUDENT *birthday*



JULY

NAME	DATE

AUGUST

NAME	DATE

SEPTEMBER

NAME	DATE

OCTOBER

NAME	DATE

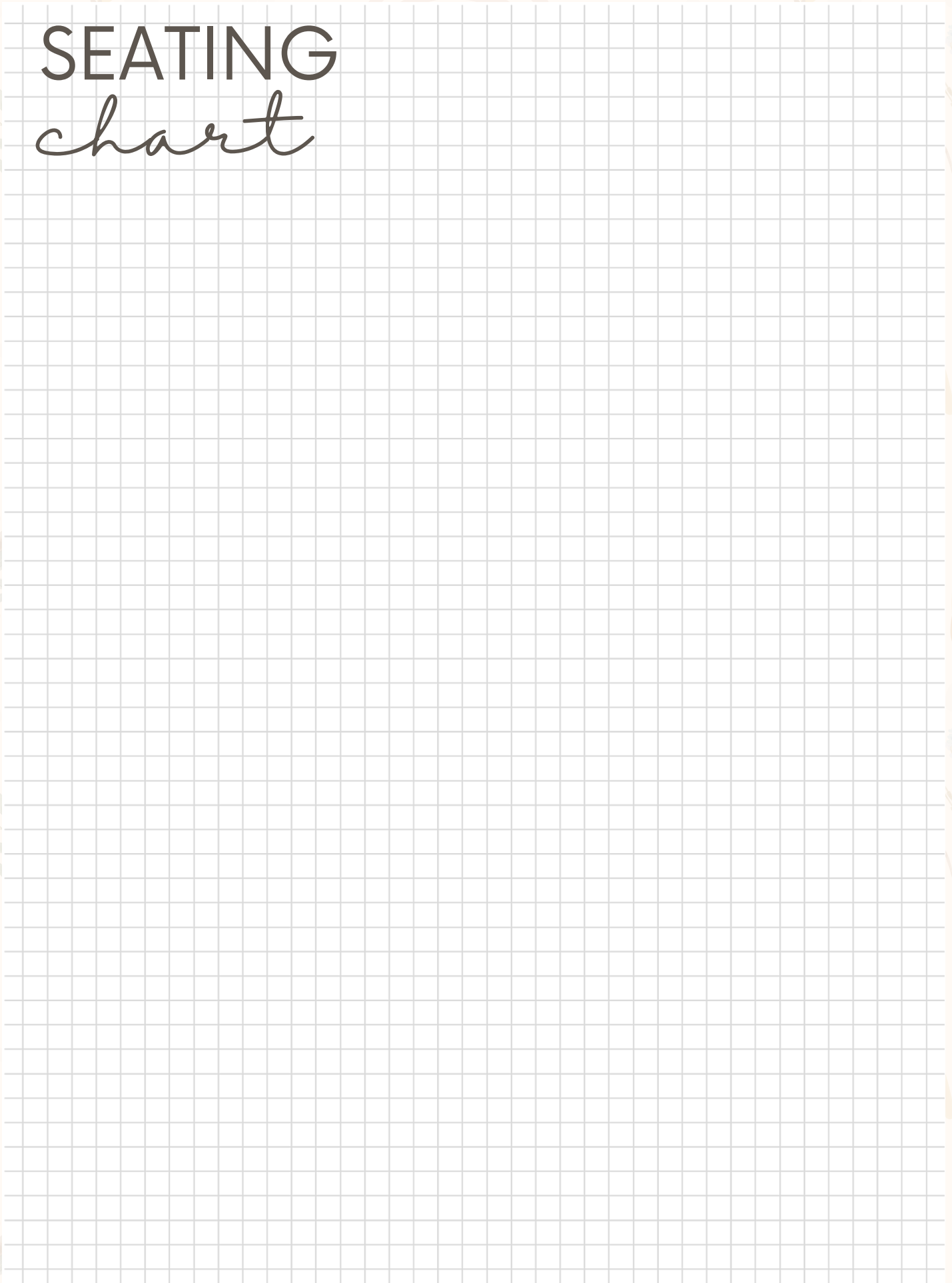
NOVEMBER

NAME	DATE

DECEMBER

NAME	DATE

SEATING *chart*



SEATING
chart

Groups

A large grid of graph paper, consisting of 20 columns and 30 rows of small squares, intended for drawing a seating chart. The grid is centered on the page and occupies most of the available space.

WEBSITE *login*



WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

WEBSITE/ACCOUNT:

Email:

Username:

Password:

Notes:

SMART *goals*



S
SPECIFIC

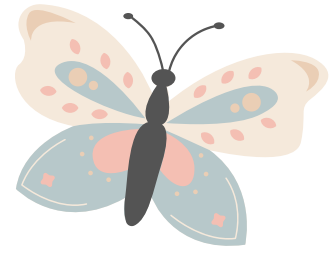
M
MEASUREABLE

A
ATTAINABLE

R
RELEVANT

T
TIME

2023 calendar



January

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2024 calendar



January

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

IMPORTANT *dates*



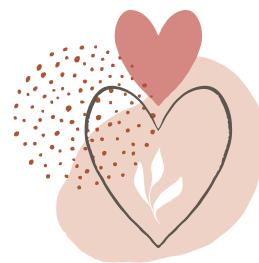
A series of horizontal lines for writing, alternating between light pink and light brown colors. The lines are arranged in pairs, with a light pink line on top and a light brown line below it. There are 10 such pairs of lines, providing a total of 20 lines for writing.

TO DO list



A large rectangular area containing 20 horizontal lines for writing. The lines alternate between a light beige color and a medium brown color, creating a striped pattern. The lines are evenly spaced and extend across most of the width of the page.

Timetable



	MON	TUE	WED	THU	FRI
1					
2					
3					
4					
5					
6					
7					
8					

YEAR *plan*



JANUARY

Blank area for planning January.

FEBRUARY

Blank area for planning February.

MARCH

Blank area for planning March.

APRIL

Blank area for planning April.

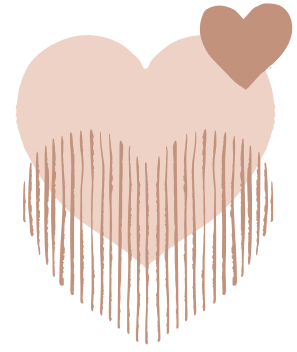
MAY

Blank area for planning May.

JUNE

Blank area for planning June.

YEAR *plan*



JULY

Blank area for planning the month of July.

AUGUST

Blank area for planning the month of August.

SEPTEMBER

Blank area for planning the month of September.

OCTOBER

Blank area for planning the month of October.

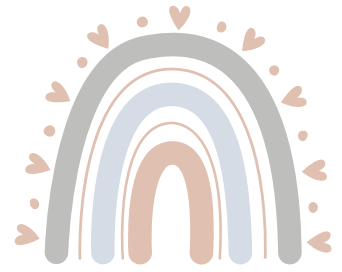
NOVEMBER

Blank area for planning the month of November.

DECEMBER

Blank area for planning the month of December.

MONTHLY *plan*



	MON	TUE	WED	THU	FRI
1					
2					
3					
4					
5					

NOTES

Four horizontal lines for notes, alternating between light pink and brown colors. The second and fourth lines have a dashed border.

WEEKLY *plan*



MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

NOTES

LESSON *plan*



SUBJECT

TOPIC

LEARNING SEQUENCE:

DIFFERENTIATION

SUMMARY:

NOTES

LESSON *plan*



MON	
TUE	
WED	
THU	
FRI	
SAT	
SUN	

NOTES

DAILY *plan*

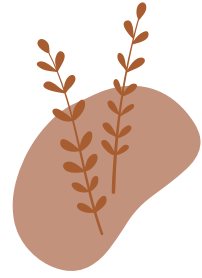


1	
2	
3	
4	
5	
6	
7	

NOTES

WRITING

group



GROUP NAME	MEMBERS

NOTES

READING

group



GROUP NAME	MEMBERS

NOTES

SCIENCE

group



GROUP NAME	MEMBERS

NOTES

MATH

group



GROUP NAME	MEMBERS

NOTES

HELPFUL *hints*



CLASS OVERVIEW

BEHAVIOR

NOTES

Notes

A series of 20 horizontal lines for writing, alternating between light pink and medium brown colors. The lines are arranged in a repeating pattern of light pink, medium brown, light pink, medium brown, and so on, starting and ending with a light pink line.

TEACH

♡ Love ♡

INSPIRE



TEACH

Love

INSPIRE





**TEACHING IS A
WORK OF HEART**





≡ slow progress ≡

— IS STILL —

♡ A progress ♡

I'm Nōt
BōSSy
I'm the
TEACHER

