EDUVANTA Powered By OMG Pedagogy

LEAD THROUGH LANGUAGE

GRADE 10 | PERIOD 4

Lead the World • The Strategic Leader

Grammar • Communication • Leadership

Student name: _____

School: _____

Teacher: _____

Adapted printable edition • 10 units

Proposed curriculum alignment; official standards audit pending.

UNIT 01 | Conditional Clauses and Sustainable Solutions

Observe — Grammar Mastery Lab

Use conditional clauses to express possible outcomes and concessive clauses to acknowledge constraints.

Model — Read to Rise

If the trial reduces waste, the team will recommend expansion. Students measure classroom waste before testing reusable materials.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the conditional clause.

Write a concession acknowledging cost.

Write a conditional statement with a measurable outcome.

UNIT 01 | Writing and leadership

Apply — Writing with Purpose

Design a sustainability pilot with baseline and evaluation measure. Underline target structures and revise after feedback.

Vocabulary and spelling

sustainability, baseline, conservation. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 01 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Identify stakeholders and a review date. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 02 | Parallel Structure and Environmental Commitments

Observe — Grammar Mastery Lab

Use matching grammatical forms for comparable commitments.

Model — Read to Rise

We commit to reducing waste, measuring progress and sharing results. Students invite stakeholders to participate.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Correct: We commit to reducing waste, measure progress and to share results.

Write three parallel commitments.

Explain how a measurable commitment differs from a promise.

UNIT 02 | Writing and leadership

Apply — Writing with Purpose

Draft a sustainability agreement with indicators. Underline target structures and revise after feedback.

Vocabulary and spelling

commitment, conservation, accountability. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 02 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Seek voluntary feedback. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 03 | Participial Phrases and Sustainability Decisions

Observe — Grammar Mastery Lab

An introductory participial phrase must modify the subject that follows.

Model — Read to Rise

Reviewing the waste records, the team identified a feasible intervention. Students compare cost, durability and waste.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the participial phrase.

Correct: Reviewing the records, a solution was identified.

Write a participial phrase explaining a decision.

UNIT 03 | Writing and leadership

Apply — Writing with Purpose

Prepare an options analysis with baseline evidence. Underline target structures and revise after feedback.

Vocabulary and spelling

durability, intervention, efficiency. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 03 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Compare two solutions. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 04 | Absolute Phrases and Sustainable Negotiation

Observe — Grammar Mastery Lab

An absolute phrase contains a noun and modifier and adds context to a clause.

Model — Read to Rise

The budget confirmed, the team began its sustainability trial. Students balance cost and environmental benefits.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the absolute phrase.

Combine: The results were available. The team revised its plan.

Write an absolute phrase describing a constraint.

UNIT 04 | Writing and leadership

Apply — Writing with Purpose

Draft a negotiation brief with two alternatives. Underline target structures and revise after feedback.

Vocabulary and spelling

constraint, negotiation, sustainability. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 04 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Record feedback and a review date. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 05 | Clause Variety and Sustainability Evaluation

Observe — Grammar Mastery Lab

Use conditional, concessive and participial structures to clarify evidence.

Model — Read to Rise

Although the trial reduced waste, the team needs more data. Attendance differed between measurement periods.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the concessive clause.

Correct: Reviewing the data, a new plan was developed.

Write a conditional recommendation based on a measurable result.

UNIT 05 | Writing and leadership

Apply — Writing with Purpose

Write an evaluation with baseline, result and limitation. Compare Unit 01 and 05 scores /6. Underline target structures and revise after feedback.

Vocabulary and spelling

baseline, efficiency, limitation. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 05 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Record a measurable next goal. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 06 | Subordinate Clauses and Sustainable Advocacy

Observe — Grammar Mastery Lab

Use subordinate clauses to explain reasons, conditions and limitations.

Model — Read to Rise

Although initial costs are higher, reusable supplies may reduce waste over time. The team acknowledges the short trial.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the concessive clause.

Write a conditional recommendation.

Write a causal clause explaining an action.

UNIT 06 | Writing and leadership

Apply — Writing with Purpose

Prepare a pitch with evidence, a source and a limitation. Underline target structures and revise after feedback.

Vocabulary and spelling

conservation, investment, feasibility. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 06 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Seek feedback and revise. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 07 | Semicolons and Sustainability Research Reports

Observe — Grammar Mastery Lab

Use semicolons between independent clauses, including before conjunctive adverbs.

Model — Read to Rise

Waste decreased during the trial; however, attendance also changed. Students compare two weeks of measurements.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify both independent clauses.

Correct: Waste decreased, however attendance changed.

Write a semicolon sentence distinguishing result and limitation.

UNIT 07 | Writing and leadership

Apply — Writing with Purpose

Prepare a report with baseline, results and limitations. Underline target structures and revise after feedback.

Vocabulary and spelling

measurement, variable, reliability. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 07 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Record two credible sources and their limitations. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 08 | Clause Structures and Sustainable Solutions Presentations

Observe — Grammar Mastery Lab

Use subordinate and participial structures to clarify evidence and conditions.

Model — Read to Rise

Although the pilot reduced waste, further measurement is needed. Students compare baseline and trial results.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Identify the concessive clause.

Correct: Reviewing the results, a recommendation was made.

Write a conditional recommendation tied to a target.

UNIT 08 | Writing and leadership

Apply — Writing with Purpose

Prepare a presentation with findings and feasible expansion plan. Underline target structures and revise after feedback.

Vocabulary and spelling

sustainability, feasibility, measurement. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 08 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Select dated baseline, review, research and presentation samples. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 09 | Sustainable Solutions

Observe — Grammar Mastery Lab

Use conditional, concessive and participial structures accurately.

Model — Read to Rise

Although the trial reduced waste, further measurement is needed. Responsible leaders document evidence and acknowledge limitations.

Identify the grammar feature and cite evidence of sustainable leadership.

Guide — Practice

Explain the target grammar.

Write two original project examples.

Revise both after feedback.

UNIT 09 | Writing and leadership

Apply — Writing with Purpose

Present a sustainability pilot with baseline, results, limitations and expansion proposal. Cite two credible sources and annotate three grammar choices. Underline target structures and revise after feedback.

Vocabulary and spelling

sustainability, feasibility, conservation. Define, spell from memory and use in context.

Speak to Lead

Present your response in 60 seconds. Paraphrase feedback before replying; revise.

UNIT 09 | Evidence of ownership

Reflect — I See Myself Growing

What improved? Quote a before and after example.

Release — Leadership mission

Present for 2–3 minutes; compare Units 01, 05 and 09. Protect privacy and label simulated outcomes. A hypothetical scenario is acceptable.

Goal

Action and evidence

Outcome and next step

Ownership — Assessment /16

Grammar ___/4 Clarity ___/4 Research/evidence ___/4 Revision ___/4

4 independent and accurate; 3 mostly accurate; 2 partial with support; 1 limited; 0 no evidence. Revise criteria below 3.

UNIT 10 | Final mastery assessment

Grammar /35 — 7 points per item (4 accuracy, 2 completion, 1 clarity)

Identify the concessive clause in the reading.

Identify the absolute phrase.

Correct Reviewing the results, a recommendation was made.

Write a conditional recommendation tied to a measurable target.

Correct Waste decreased, however attendance changed.

UNIT 10 | Reading and writing

Reading and vocabulary /10

Although waste decreased during the pilot, attendance also changed. The measurements collected, the team reviewed its options; further testing is necessary.

State the main idea (2), identify two details (2), distinguish observation from inference (3), and define and spell sustainability, feasibility and measurement (3).

Writing /10

Write a sustainability brief with baseline, result, limitation and next action. Grammar 4, organization 3, evidence and clarity 3.

UNIT 10 | Leadership assessment

Oral /15: Present Sustainable Solutions in 2–3 minutes. Invite and answer a question. Clarity, evidence and response: 5 each. Accessible formats permitted.

Leadership /15: Identify two perspectives, a feasible action and measurable success indicator. Each /5.

Portfolio /10: Submit dated samples from all four periods and a revised final draft. Evidence and documented revision: 5 each.

Reflection /5: Compare Units 01 and 09; improvement with evidence (3), measurable next goal (2).

Final score: ____ /100. Teacher feedback:

Proposed EDUVANTA bands: 90–100 mastery; 75–89 proficient; 60–74 developing; below 60 emerging. Not official MINERD grading rules.