LEAD THROUGH LANGUAGE™

GRADE 11 / The Global Leader

Grammar • Communication • Leadership • Student Ownership

Four grading periods | Pilot student workbook

Student name:

School / class:

Academic year:

Model before demand. Guide without embarrassment.

Participle clauses

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

Having reviewed the evidence, I revised my position.

The implied subject of the participle clause must match the main subject.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: Having reviewed the evidence, my position changed.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 1 / APPLICATION

03 APPLY — Leadership lab

Describe how evidence changed your view.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Hedging and modality

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

The policy may improve access.

Use the base verb after may; hedge claims when evidence is limited.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: The policy may improves access.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 2 / APPLICATION

03 APPLY — Leadership lab

Discuss a cultural issue without stereotyping.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Reported questions

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

She asked whether we supported the proposal.

Use statement word order in reported questions.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: She asked whether did we support the proposal.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 3 / APPLICATION

03 APPLY — Leadership lab

Conduct a diplomatic interview.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

Complex noun phrases

Learning target: I can apply this grammar rule in a meaningful leadership situation.

01 OBSERVE & MODEL

The committee’s carefully revised proposal gained support.

Use a possessive determiner to show ownership of the noun phrase.

Read to Rise: Read the model aloud. Identify the action, the person responsible and the grammatical pattern. Explain why the wording matters.

02 GUIDE — Grammar mastery

Correct this sentence and explain your correction: The committee carefully revised proposal gained support.

Write two new sentences using the same grammatical pattern. Underline the target structure.

PERIOD 4 / APPLICATION

03 APPLY — Leadership lab

Draft a global cooperation proposal.

Describe the situation, identify two possible actions, and explain which action you would choose and why. Use the target grammar at least twice.

Speak to Lead: Present your response in 60 seconds. Ask a partner to identify one strength and one improvement.

04 REFLECT & RELEASE

What did I learn? What will I do independently?

05 OWNERSHIP — Performance assessment

Without looking at the model, write a new example of the target structure. Explain the rule. Then describe a real or hypothetical leadership action using the structure.

Self-assessment: rate each criterion from 1 to 4.

4 = independent and accurate; 3 = mostly accurate; 2 = partial with support; 1 = not yet demonstrated.

Grammar accuracy: ____ Clarity: ____ Leadership reasoning: ____ Reflection: ____

Total: ____ / 16

My evidence and next step:

Teacher feedback / remediation or enrichment:

GRAMMAR CHECK / SELF-CORRECTION

Review after completing the four periods. Suggested corrections:

Period 1: Having reviewed the evidence, I revised my position.

Rule: The implied subject of the participle clause must match the main subject.

Period 2: The policy may improve access.

Rule: Use the base verb after may; hedge claims when evidence is limited.

Period 3: She asked whether we supported the proposal.

Rule: Use statement word order in reported questions.

Period 4: The committee’s carefully revised proposal gained support.

Rule: Use a possessive determiner to show ownership of the noun phrase.

My leadership passport

Record one piece of evidence from each grading period.

Pilot edition: four sample units, not a full-year curriculum. Official MINERD and California alignment requires verification before adoption.