LEAD THROUGH LANGUAGE™

GRADE 12 / The Legacy Leader

Grammar • Communication • Leadership • Student Ownership

Four grading periods | Pilot student workbook

Student name:

School / class:

Academic year:

Model before demand. Guide without embarrassment.

Concise academic syntax

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

01 OBSERVE & MODEL

I intend to pursue further training.

Intend can take a to-infinitive.

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: I intend pursuing to further training.

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

PERIOD 1 / APPLICATION

03 APPLY — Leadership lab

Write a future-readiness statement.

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:

Formal requests

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

01 OBSERVE & MODEL

I would appreciate receiving your feedback.

Appreciate takes a noun or an -ing form as its object.

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: I would appreciate to receive your feedback.

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

PERIOD 2 / APPLICATION

03 APPLY — Leadership lab

Request feedback from a mentor.

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:

Nominalization

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

01 OBSERVE & MODEL

The evaluation of the project revealed gaps.

Use a noun such as evaluation after the determiner the.

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 evaluate of the project revealed gaps.

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

PERIOD 3 / APPLICATION

03 APPLY — Leadership lab

Evaluate a student-led initiative.

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:

Rhetorical parallelism

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

01 OBSERVE & MODEL

We learn to serve, to collaborate and to lead.

Repeat matching structures for clarity and emphasis.

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: We learn to serve, collaborating and to lead.

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

PERIOD 4 / APPLICATION

03 APPLY — Leadership lab

Prepare a graduation legacy address.

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: I intend to pursue further training.

Rule: Intend can take a to-infinitive.

Period 2: I would appreciate receiving your feedback.

Rule: Appreciate takes a noun or an -ing form as its object.

Period 3: The evaluation of the project revealed gaps.

Rule: Use a noun such as evaluation after the determiner the.

Period 4: We learn to serve, to collaborate and to lead.

Rule: Repeat matching structures for clarity and emphasis.

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.